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ABSTRACT

Some of the items in this annotated bibliography describe some of the earlier efforts to reduce illiteracy in the United States; some describe special problems, issues, and needs of the illiterate adult. Other items emphasize the importance of research in adult learning, and the role of the public school, the worker, the teacher, the family of the illiterate adult, and the officials and members of community organizations in promoting educational opportunities for both foreign-and native-born illiterates. Some items indicate how literacy education has helped illiterate adults residing in rural areas or in the congested cities toward improved health, family and community life, and increased work and occupational skills. Other references emphasize some highlights of programing, planning and organization of literacy programs and describe the means of communication in literacy education throughout the world, in terms of technical and educational assistance programs. Most of the materials were published since the turn of the century; however, several landmark publications issued prior to the year 1900 are included in Section I. Lists of organizations and agencies appear in Section VI. (Author/NL)

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Literacy and Basic Elementary Education for ADULTS

U.S. DEPARTMENT OF
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Literacy and Basic Elementary Education for Adults

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A Selected Annotated Bibliography

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Abraham Ribicoff.....Secretary

Office of Education.....Sterling M. McMurrin, Commissioner

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Foreword

LITERACY and basic elementary education for adults is one of the oldest segments of the adult education movement in the United States. It was born in an era when our Nation was young, and the need for learning the fundamental skills of reading, writing and "figuring" was important to the existence and growth of the Nation. Literacy is linked to the maintenance of our democratic institutions. Improvements and progress have taken place and are continuing to develop in this area of adult education, as reflected in the number and size of current programs in this country and abroad. A review of the literature suggests that substantial numbers of little known individuals, agencies, organizations, clubs, and other private groups in the United States and abroad are currently developing plans, methods, and techniques which are slowly but effectively contributing to the solution of the problem of illiteracy among adults. There is, however, still much to be learned about these programs (public and private) and the illiterate adults they now serve.

Repeated and urgent requests have been received in the U.S. Office of Education from educators in this country and overseas for a selective bibliography of materials and for agency resources which would be helpful to leaders who are planning, organizing and developing literacy programs for adults. Because of the increased interest in the subject, this bibliography has been prepared. Some of the items in this bibliography describe some of the earlier efforts to reduce illiteracy in the United States; some describe special problems, issues, and needs of the illiterate adult. Other items emphasize the importance of research in adult learning, and the role of the public school, the worker, the teacher, the family of the illiterate adult, and the officials and members of community organizations in promoting educational opportunities for both foreign- and native-born illiterates.

Some of the selected items indicate how literacy education has helped illiterate adults residing in rural areas or in the congested cities toward improved health, family and community life, and

increased work and occupational skills. Other references emphasize some highlights of programing, planning and organization of literacy programs and describe the means of communication in literacy education throughout the world, in terms of technical and educational assistance programs made possible through mutual agreements between our country and a long list of other countries. Under appropriate section headings of the bibliography, representative materials have been selected which, for the most part, have been published since the turn of the century. However, several important landmark publications issued prior to the year 1900, have been included in Section I, Adult Elementary and Literacy Education in the United States (Background Readings). No attempt has been made to include materials published in other than the English language. Materials and literature related to Citizenship Education and Americanization programs are not included. A special bibliography on the subject is now being compiled in the Office and will appear as one of a series of adult education studies.

Lists of organizations and agencies interested in literacy education projects and activities which appear in Section VI, Educational Information Sources, were compiled, in part, from the correspondence files of the Adult Education Section. In the preparation of this bibliography, collections of materials and books were examined at the Department of Health, Education, and Welfare Library; Donnell Library (New York City Public Library); Department of the Army Library; The Archives; and the Library of Congress.

Special acknowledgment is made of the assistance of representatives of the International Education Division of the Office of Education and the International Cooperation Administration in the selection of appropriate references on technical and educational assistance abroad. Many individuals, groups, and institutions engaged in literacy education activities participated in the preparation of this bibliography either by supplying materials for review, or by offering suggestions and professional advice. We acknowledge their help, and to all of these—too numerous to mention individually—we express our gratitude.

J. DAN HULL

Director, Instruction, Organization and Services Branch

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Assistant Commissioner, Division of State and Local School Systems

Introduction

SINCE the turn of the century, the eradication of illiteracy has been a matter of concern to many governments of the world. In recent years, these interests and concerns have brought about the implementation of literacy education programs at home and abroad principally through the efforts of individuals, public and voluntary organizations, literacy centers developed by UNESCO, and through a variety of technical assistance agreements between countries.

Early movements to reduce illiteracy in the United States and overseas are a matter of record in adult education literature. The scope of the illiteracy problem varies in different areas of the world and among different segments of the population. Although the national Census has shown a steady decline since 1910 in the number and percentage of illiterate adults in the total United States population, illiteracy in this country still remains a problem of considerable magnitude.

The first intensive efforts to implement organized learning for illiterate adults in this country came with the establishment of the famous "Moonlight Schools" of Kentucky, founded in 1911 by Cora Wilson Stewart, a dedicated teacher. Alabama, Arkansas, Mississippi, South Carolina, and Georgia soon followed this lead. Several other States began by selecting certain isolated counties where literacy campaigns could be started. Following World War I, there were repeated efforts to focus national attention on the problem of illiteracy in the United States.

In January 1924, a national conference on illiteracy was called jointly by the General Federation of Women's Clubs, the American Legion, the National Education Association, and the United States Bureau of Education. Underscoring the pressing need for such a conference was the fact that 1920 figures showed that five million men and women distributed among the several States of the Union were unable to read and to write. As late as 1924, the formal organization of teaching adult illiterates, both native- and foreign-born, was still considered a relatively new field.

The first organized attempt on the part of the Federal govern-

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ment to secure systematic information on literacy education and adult education on a nationwide basis was made in May 1925. At that time, the U.S. Commissioner of Education sent a questionnaire on elementary education for adults to every State superintendent of education in the United States. Data gathered furnished information in the following areas: (1) State legislation governing literacy education; (2) State educational leadership; (3) State financial assistance; (4) local committees or groups providing adult classes; (5) adult student enrollments in 1923 and 1924; (6) State teacher-training help for adult classes; (7) description of program offered; and (8) present outlook for work in literacy education. Returns were received from 44 of the 48 States and from Alaska, the Virgin Islands, Canal Zone, and Hawaii. Many other studies, reports, and articles on this subject have been published since 1925 by the U.S. Office of Education. Some of the more significant ones are described in appropriate sections of this bibliography.

World War II and the Korean conflict again brought into sharp focus the problem of illiteracy and its effect upon manpower needs of the Nation. In 1950, there were 9½ million Americans who were "functionally illiterate" and many others were considered to be undereducated. Because of the magnitude and widespread nature of the problem, illiteracy concerns all who are now engaged in activities designed to raise the standard of living and the levels of culture of the peoples of the United States and the world. But by 1959 a Census report revealed that 7,800,000 adults *25 years of age and over*, or 8 percent of this age group, were functionally illiterate—had completed less than 5 years of schooling. Of this number approximately 2,109,000 had no schooling; 5,600,000 were white (6.4 percent of the total whites), and 2,200,000 were non-whites (23.5 percent of the total nonwhites).

In general, illiterates know that a person who can read and write is more adequately equipped to secure a better job and can, therefore, earn a better living. Those who join literacy education classes usually express a desire to learn in order to meet current demands of everyday life in the home, on the job, and in the community. Other millions of illiterates who do not read and write often conceal this deficiency for a lifetime—substituting a number of self-devised techniques for getting along without these literacy skills. Teachers, administrators, and lay leaders responsible for bringing added educational opportunities to illiterate adults are concerned more and more with the following interpersonal aspects of the problem of illiteracy:

1. Interaction of the illiterate in the larger society and the limitations that make his upward mobility almost impossible;
2. The way that open society "offers" the illiterate some opportunities to integrate but views with alarm his partial or outright refusal to take advantage of these opportunities; and
3. Certain aspects of the "social system" of the illiterate adult—how he interacts with other illiterates.

Definitions

The following definitions should be useful to the users of this bibliography:

1. **Fundamental education** helps adults who have not had the advantages of formal schooling to understand the problems and challenges of their environment. It involves learning basic knowledge and skills essential for meeting day-to-day requirements of life. At the heart of fundamental education lies the need to acquire the ability to see, and the desire to meet, the most immediate and urgent individual and community problems, and to participate effectively in everyday, fundamental activities. These activities are concerned with situations often described as occupational literacy, civic literacy, social literacy, and personal literacy.
2. **Literacy education** consists of teaching an adult to read, write, and to handle arithmetic at the level of the fourth grade. More broadly and functionally defined, it is the kind of elementary education where an individual adult learns to read, write, figure, to comprehend in his own language, and to improve his life so as to benefit himself and the community.
3. **Functionally illiterate adults** are defined as those who have not completed the first four elementary grades or first four years of school. For practical purposes, a "literate" person is one who, according to the Census or other qualified agency, *can* read and write at the fourth grade level, an "illiterate" person is one who *cannot*.
4. **Basic adult elementary education classes** stress preparation in the three R's as fundamental skills to be used by adults in fulfilling their role as citizens, in earning a living, improving family life, and enriching their lives as individuals. Elementary adult education classes as considered in this publication include instruction only through the fourth grade.

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This bibliography should be useful to educators, researchers, teachers, personnel managers and placement officers, industrial training supervisors, vocational and rehabilitation counselors, and volunteers engaged in full- or part-time work with the backward and illiterate adult. It should serve librarians in the development of professional and special collections of materials for reading courses, and for use in displays and exhibits in connection with general training programs, conferences, workshops, and institutes for literacy teachers and administrators.

This publication is presented in the hope that it will stimulate the development of new educational materials for and about the illiterate adult and increase one's understanding of the nature, extent, and scope of literacy education as a means of bringing about fuller utilization of the human resources of the world.

AMBROSE CALIVER
*Assistant to the Commissioner and Chief,
Adult Education Section.*

SECTION I

Adult Elementary and Literacy Education in the United States—Background Readings

SINCE the mid 80's countless drives have been made against illiteracy at home and abroad. Earlier plans to eradicate illiteracy normally included a study of incoming or new residents in the states. As a result of such study carried on cooperatively by employers and community officials, itinerant illiterate employees were discovered in varying numbers. Some references in this section indicate both early and recent literacy education developments in the United States from 1860 through the present. Other references indicate the early leadership efforts at the Federal, State, and local levels, including governors' proclamations, declarations, and campaign plans. These efforts, together with those of voluntary and private groups, and uncounted numbers of individuals have played an important role in the reduction of illiteracy in the United States. Some of the efforts are recorded among the references in this and subsequent sections of the bibliography.

Ordinarily these references can be seen in libraries with large collections and are often available through interlibrary loan.

Part I.—Early Developments in Literacy Education in the United States, 1860-1950

ABEL, JAMES F., and BOND, NORMAN J. *Illiteracy in the Several Countries of the World*. U.S. Department of the Interior. Bureau of Education Bulletin 1929, No. 4. Washington: U.S. Government Printing Office, 1929. 68 p.

Includes the following chapters: I, Statistics of Illiteracy; II, Areas of Least Illiteracy; III, Political Divisions With Illiteracy Rates Between 10 and 50 percent; IV, Political Divisions With Population Over Half Illiterate; V, Is Illiteracy Decreasing?; and VI, Illiteracy and Age Groups.

ADAMS, THOMAS R. *The Workers Road to Learning*. New York: American Association for Adult Education, 1940. 162 p.

In the chapter, *Unions as Educators*, the author stresses the traditional stand of the trade union movement as the champion of increased educational opportunities through a general system of public education. Discusses the "struggle for self respect" among immigrant groups and common laboring classes.

Adult Illiteracy in North Carolina and Plans for Its Elimination. Raleigh, N. C.: State Superintendent of Public Instruction, 1915. 32 p.

Outlines plans for elimination of illiteracy and its tragic limitations for every man, woman, and child in North Carolina, statistics based on U.S. Census for 1910.

Advisory Committee on National Illiteracy. *School Life*, 15:91-92, January 1930.

An account of the action of Interior Secretary Ray Lyman Wilbur with the approval of President Hoover on Nov. 16, 1929, appointing a number of distinguished citizens as members of an Advisory Committee on National Illiteracy to study the question in all its phases. Cites various state efforts to reduce illiteracy and indicates different aspects of the work.

ALABAMA DEPARTMENT OF EDUCATION, Division of School and Community Betterment. *Subject: Illiteracy*, Program Leaflet. Montgomery, Ala.: Brown Printing Co., 1924. 16 p.

Contains a proclamation by the Governor of Alabama on Literacy Week beginning Mar. 21, 1924, and a suggested program to be followed throughout the State.

ALABAMA ILLITERACY COMMISSION, STATE OF ALABAMA DEPARTMENT OF EDUCATION. *Report of a Special Drive Against Illiteracy Among Men of Draft Age*. Montgomery, Ala.: Brown Printing Co., 1918. 36 p.

Pamphlet acquaints the general public with a striking piece of work for the removal of illiteracy among men of draft age, undertaken in a special drive in the summer of 1918.

———. *The Elimination of Illiteracy in Dale County: Report of a Visit of the Rural School Agent*. Montgomery, Ala.: Brown Printing Co., 1915. 31 p.

Presents concrete examples of successful work toward reducing illiteracy in Alabama and indicates how illiter-

ates "were prevailed upon to enter the adult schools."

———. *First Report of the Alabama Illiteracy Commission*. April 2, 1915 to Oct. 1, 1916. Montgomery, Ala.: Brown Printing Co., 1916. 125 p.

Outlines historical development of the commission and describes its work, its aspirations, and the results of numerous campaigns to reduce illiteracy in Alabama through the home, the school, the mills, and the church.

———. *Illiteracy in Alabama—Let's Remove It*. The Problem, The Plan, The Proclamation of the Governor. Illiteracy Day, Monday, June 7, 1915. Montgomery, Ala.: The Commission, 1915. 16 p.

Bulletin issued as part of a publicity plan to disseminate information on how to attack the problem of illiteracy and to highlight the possibility of its solution.

A Report on Illiteracy in Texas. Bulletin No. 2328, July 22, 1923. Austin: The University of Texas, Bureau of Extension, 1923. 51 p.

Handbook designed to furnish information for those interested in the earlier efforts to reduce illiteracy in Texas.

BLODGETT, JAMES H. Illiteracy in the United States. *Education Review*, 8:227-235, October 1894.

The author indicates that not before the month of July 1894 were statistics on illiteracy made available for the general public. Reflects data from the Eleventh Census indicating some wholesome advances in conditions beyond that reported in the Tenth Census. Stresses difficulties in reaching the confirmed illiterate.

CAMPBELL, THOMAS M. *The Movable School Goes to the Negro Farmer: School on Wheels*. Tuskegee Institute: Tuskegee Institute Alabama Press, 1936. 170 p.

Tells the story of how the movable school (under the auspices of Tuskegee Institute) brought an agricultural field worker to the doors of thousands of Negro farmers to teach them better methods of sanitary living and farming in the South.

CHAMBER OF COMMERCE OF THE UNITED STATES, Civic Development Department. *Illiteracy and the 1930 Census*: Four years of opportunity. Washington: Chamber of Commerce of the United States, 1926. 11 p.

Written 4 years before the 1930 Census was taken, the pamphlet emphasizes increased dependence upon the written word. Presents facts concerning illiteracy and lists several ways to combat illiteracy.

COOPER, WILLIAM J. Purchasing Power: Education Created It. *School Life*, XVII, September 1931. p. 1.

The U.S. Commissioner of Education includes in this article a brief section indicating close ratio between illiteracy and ability to increase earnings and savings.

DOOLEY, WILLIAM H. Evening Elementary Schools. *Education*, 36:357-361, February 1916.

Describes illiteracy in the United States during a period of heavy immigration to this country. Tells how the illiterate adult "imitated" co-workers with reading and writing skills until he became a "passable" workman with the aid of evening school attendance.

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Family Comes To School. New Dominion Series No. 117. Charlottesville: University of Virginia Extension Division. 1950. 11 p.

Describes rural life school for Negro sharecroppers.

FARLEY, BELMONT. Our Lost Legions. *National Education Association Journal*, 31:178, September 1942.

Counts ignorance an expensive evil at any time—more costly and more critical in war than in peacetime. Indicates disagreement between those who attempt to outline the causes behind illiteracy.

FEDERAL SECURITY AGENCY, OFFICE OF EDUCATION. *Fundamental Education*. Bulletin 1948, No. 13. Washington: U.S. Government Printing Office, 1948. 28 p.

Describes the elements of UNESCO's plan for fundamental education. Literacy campaigns are considered to be only one of several essential elements of fundamental education—other areas emphasized are education for women and girls, health education, language problems and language teaching, and religious and moral education.

GINZBERG, ELI, and BRAY, DOUGLAS W. *The Uneducated*. New York: Columbia University Press, 1953. 246 p.

Presents national totals and a breakdown by percentages of major groups of illiterates over the period from 1890-1940.

HARPER, ROLAND M. The Distribution of Illiteracy in Georgia and Its Significance. *High School Quarterly*, 7:254-262, July 1919.

Presents illiteracy statistics for Georgia

and makes a strong case for census takers to improve upon the ancient practice of making no inquiry about the educational equipment of the individual, beyond the bare ability to read and write.

———. Illiteracy in Alabama: Where and Why? *The Montgomery Advertiser*, Montgomery, Ala. June 1, 1919.

Brief reference to passing of the compulsory school attendance law of 1915 (effective in the fall of 1917). Indicates extent of illiteracy in Alabama by decades and by regions and the problems it caused.

HILL, HENRY H., and CHERRY, RALPH. No Brand New Illiterates. *Nation's Schools*, 22:29-30, October 1938.

Gives much credit to adult education groups and individual volunteers for progressive elimination of illiteracy through the Kentucky Moonlight Schools, public school night classes, and the nationwide drive against illiteracy through WPA.

HILL, ROBERT T. Making the People Literate. *School and Society*, 35:488-492, Aug. 9, 1932.

Indicates that illiteracy in the United States was cut from 6 percent in 1920 to 4.3 percent in 1930—meaning that in 1930 a little over 4 out of every 100 persons 10 years of age and older were unable to read and write. Predicted an accelerated effort to reduce illiteracy in the 1940's.

Illiteracy and Near-Illiteracy in the Selective Service Age Groups. *School and Society*, 55: 633-634, June 6, 1942.

Highlights President Roosevelt's report of the deferment of 433,000 men ineligible for Class I-A immediate World War II service "because of in-

ability to meet the Army's literacy requirement." Quotes an estimate by John W. Studebaker, U.S. Commissioner of Education, that at least 250,000 of the total number rejected were, except for educational deficiencies, otherwise fit for active duty.

Illiteracy Commission of the National Education Association. *Illiteracy Report of the Illiteracy Commission of the National Education Association*. Washington: The Commission, 1924. 46 p. (Out of print but can be seen in libraries.)

Outlines the work of the Commission started in 1918. Discusses effects of illiteracy emphasizing that "illiteracy begets illiteracy." Covers results of regional conferences on literacy.

Illiteracy in California. *School and Society*, 33:559, Apr. 25, 1931.

Reports that by 1931 every city in California maintained classes for illiterates in an effort to push the national campaign to eliminate illiteracy. Cites the role of the State Department of Education.

Illiteracy in New York. Albany: New York State Education Department 1906. p. 527-558.

From the second annual report of the New York State Department of Education. Discusses illiteracy in the State, the extent of it, its location, and the remedies for it. Based on Census data for 1900 on persons 10 years of age or over unable to write in any language and, in the majority of cases, unable to read at all.

Illiteracy in the United States. *School and Society*, 31:798, June 14, 1930.

Indicates how States showing highest

percentages of illiteracy in the 1920 Census became the centers for a crusade to clear up illiteracy in the decade between 1920 and 1930. Cites figures indicating that illiteracy was cut from 20 percent in 1870 to 6 percent in 1920.

Illiteracy in Virginia. *School and Society*, 34:526, Oct. 17, 1931.

Based on an analysis of the 1930 Census. Indicates that Virginia ranked 40th among other states in literacy. Cites expenditures, problems of rural areas, and high proportion of Negro population unable to read and write. Rate of progress was not as great in 1920-30 as it was in the preceding decade.

Indian Education in the United States. *School and Society*, 51:775-776, June 29, 1940.

Reflects picture of reservation boarding schools for Indian youth prior to 1931; emphasizes the more recent establishment of community day schools as a means of "teaching the young and at the same time directly influencing their parents" who were unable to read and write.

KEMPFER, HOMER. Illiteracy in the Americas. *School Life*, 32:33-34, December 1949.

Emphasizes the small amount being done to reduce illiteracy among U.S. adults and reports that although 351 school districts offered literacy classes in 1947-48 and 323 of these claimed to have classes in elementary education for adults, the enrollment was probably no more than 200,000 adults in the entire country. Outlines efforts to eliminate illiteracy in a dozen Latin American countries.

KOTINSKY, RUTH. *Elementary Education of Adults*. New York: American Association for Adult Education, 1941. 205 p.

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Deals with problems of adult elementary education for native-born adult illiterates and for foreign-born adults seeking to learn English.

LAUBACH, FRANK C. *Teaching the World to Read: A Handbook for Literacy Campaigns*. Published for the Committee on World Literacy and Christian Literature of the Foreign Missions Conference of North America. New York: Friendly Press, 1947. 246 p.

Described as a "pioneer book" containing materials that must be further tested and verified. Includes the following chapter headings: The Problem of Illiteracy and the Value of Literacy Campaigns; The History of Modern Literacy Campaigns; Literacy Techniques; Literacy Methods; The Spiritual Literacy Campaigns; Organizing for Literacy Campaigns; and The Production of Literature.

LEVINE, LOUIS. *The Women's Garment Workers: A History of the ILGWU*. New York: B. W. Huebsch, Inc., 1924. 608 p.

Describes the early struggle of the International to interest and train cloakmakers through methods designed to make unionism attractive and at the same time, teach many of them to read and to write. In short, "no line was drawn between education, propaganda, politics, and so on." Outlines naturalization work as a part of the early educational activities of the Union.

MCKENNY, CHARLES. *An Illiteracy Program. School and Society*, 21:247-251. Feb. 28, 1925.

Cites causes and effects of illiteracy. Reports 15 States with literacy qualifications for voters and 33 without this requirement in 1925. Predicts this

country's readiness for a great forward movement against illiteracy.

MARDIS, SAMUEL K. *Illiterate Americas: A Study of Illiteracy*. Athens: Ohio University, 1923. 39 p.

Discusses extent of illiteracy in Ohio, rural and urban illiteracy, and its prevention in the United States.

MAYO, A. D. *The Significance of Illiteracy in the United States. Education*, 19:30-36, Sept. 18, 1898.

Discusses the object of the election laws in New England, of similar laws then being passed in the Southern States, and a Congressional bill to restrict immigration.

NATIONAL ADVISORY COMMITTEE ON ILLITERACY. *Manual for Teachers of Adult Literacy Classes*. A partial reproduction of Bulletin No. 1, January 1930. Jackson: Mississippi State Department of Education in Cooperation With Mississippi State Board of Public Welfare, 1934. 44 p.

Manual provides techniques and suggestions for use in organizing literacy campaigns, in data collection, and in the organization and management of classes for illiterates. Describes methods and materials for use in teaching illiterate adults.

———. *Manual for Teachers of Classes of Illiterate Adults*. Bulletin No. 1, January 1930. Washington: The Committee, 1930. 44 p.

The Committee appointed by Interior Secretary Wilbur, with approval of President Hoover, published this manual in response to the urgent demand

for guidance on the subject of illiteracy pertaining to the management of literacy classes, literacy campaigns, and methods and materials for use with illiterate adults.

NORTHROP, BIRDSEY G. *The Legal Prevention of Illiteracy*. New York: E. Steiger, 1878. 28 p.

A paper reprinted with additions from the report of the Connecticut Board of Education for 1875. Indicates the extent of illiteracy.

PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION. *Illiteracy, Non-English Speaking and Alien Problems of Pennsylvania*. Bulletin No. 2. Harrisburg: Commonwealth of Pennsylvania, 1925. 46 p.

Presents figures for non-English-speaking population, illiterate adults, and alien population in Pennsylvania. Conclusions indicate need for an aggressive plan for the solution of the illiteracy problem, considering its extent and geographic distribution.

———. *Illiteracy, Non-English Speaking and Alien Problems, and Their Solution*. Bulletin No. 4. Harrisburg: Commonwealth of Pennsylvania, 1935. 78 p.

Presents facts which show the status of the above problems. Includes a digest of laws governing the administration of English and citizenship classes, and an outline of practical information on methods, devices, and teaching aids (p. 43-53).

———. *Our Army of Illiterates*. By Thomas E. Finnegan, State Superintendent of Public Instruction. Harrisburg: J. L. L. Kuhn, Printer to the Commonwealth of Pennsylvania, 1921. 18 p.

Tells how instruction in English was provided for some 400,000 illiterate adults in Pennsylvania. Indicates extent of the burden maintained by private factories, plants, and public schools. A spot-check map shows proposed division of the State into zones for the purpose of organizing instruction for adult illiterates in 43 counties.

Regulations and Directions Governing Issuance of Certificates of Literacy and Conduct of New York State Regents Literacy Test. Albany: The University of the State of New York Press, 1942. 19 p.

Presents legislative provisions relative to New York State literacy requirements for new voters. Cites the rules of the Board of Regents governing the issuance of certificates of literacy, and the recommendations and directions for administering the test and granting certificates.

ROSS, LEONARD Q. *The Education of Hyman Kaplan*. New York: Harcourt, Brace & Co., Inc., 1937. 176 p.

The more or less fictitious and humorous account of an immigrant and his experience in an adult education class.

RUSSELL, WILLIAM F. Shortages in Education in the Midst of Plenty. *Teachers College Record*, 44:75-83, November 1942.

Discusses the following: A shortage in literacy, shortage in specific skills, shortage in airmindedness, and adjusting to a technological age.

SANCHEZ, GEORGE I. *Forgotten People*. Albuquerque: The University of New Mexico Press, 1940. 78 p.

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Chapter 6, *Education*, indicates illiteracy rates in New Mexico as of 1940 covering the Indian and non-Indian population of the State.

SCOTT, WALTER. *A World Educational Campaign To Spread Knowledge Among Men Especially To Give To the Illiterate Majority of the Race the Bare Rudiments of Education*. Berkeley, Calif.: James J. Gillick and Co., Inc., 1928. 29 p.

Gives a general picture of the state of illiterate adults at home and abroad. Presents a chronology of events and efforts that led to effective attacks upon illiteracy and ignorance.

SEYFRIED, JOHN E. *Illiteracy Trends in New Mexico: Including Comparisons of Trends in New Mexico With Those in Certain Other States and in the United States*. Albuquerque: University of New Mexico, 1934. 38 p.

Bulletin indicates progress made toward increasing literacy in New Mexico as of 1934; traces trends in illiteracy in the State from 1870-1930.

SOUTH CAROLINA ILLITERACY COMMISSION. *Report of State Supervisor of Adult Schools*, March 1920. 36 p. No city designated.

Report of the State Supervisor of Adult Schools in South Carolina indicates illiteracy statistics by county. Contrasts South Carolina's rate at 49.5 with New York's rate 16.6 (with its large foreign born population). Tells how illiterates were reached through individual teaching.

STEWART, CORA WILSON. *Moonlight Schools for the Emancipation of Adult Illiterates*. New

York: E. P. Dutton & Co., 1922. 194 p.

The story of the Moonlight Schools and those who pioneered (in the early 1900's) as volunteers in an effort to teach isolated Kentucky mountain people "to read and write and something more." Contains a brief section on literacy education for returning World War I soldiers and for male illiterates in the prisons of the State.

UNITED STATES CONGRESS. HOUSE COMMITTEE ON EDUCATION. *Illiteracy in the United States*. Hearings before the Committee on Education, House of Representatives, 63d Congress, 2d Session, Feb. 10, 1914, Washington: U.S. Government Printing Office, 1914. 16 p.

Statement of Winthrop Talbot regarding the effort in progress in New York City toward the reduction of illiteracy among employees in factories.

———. *To Promote the Education of Native Illiterates, of Persons Unable to Understand and Use The English Language, and Of Other Resident Persons of Foreign Birth*. Part I. Hearings Before the Committee on Education. House of Representatives. 65th Congress, 3d Session on H.R. 15402, Feb. 14, 1919. Washington: U.S. Government Printing Office, 1919. 11 p.

Statement by Honorable Franklin K. Lane, Secretary of the Interior, emphasizing the urgency of the problem of illiteracy and its effect upon the Nation.

———. Part 2. Hearings Before the Committee on Education. House of Representatives, 65th Congress, 3d Sess. on H.R. 15402.

Feb. 15, 1919. Washington: U.S. Government Printing Office, 1919. 72 p.

Indicates how the problem of illiteracy was approached by active organizations such as neighborhood Sunday schools, farmers' clubs, school improvement associations, library associations, Red Cross, and garden and women's clubs.

———. *Adult Illiteracy in the United States*. Hearings Before the Committee on Education, House of Representatives, 63d Congress, 2d Sess. Washington: U.S. Government Printing Office, 1914. 24 p.

Record of statement of Mrs. Cora Wilson Stewart, educator, describing the Moonlight Schools for adults and the work in literacy education carried on in some 87 counties in Kentucky and other parts of the South prior to World War I.

———. *To Require the Commissioner of Education To Devise Methods and Promote Plans for The Elimination of Adult Illiteracy in The United States*. Hearing Before the Committee on Education, House of Representatives, 65th Cong., 2d Sess. on H.R. 6490, Mar. 4, 1918. Washington: U.S. Government Printing Office, 1918. 33 p.

Contains resolution of the National Conference for the Eradication of Illiteracy which grew out of a conference of many State superintendents of public instruction and administrative school officers. The number of illiterates was placed at 5½ million and described as "a source of weakness and menace."

U.S. DEPARTMENT OF COMMERCE, BUREAU OF THE CENSUS.

Illiteracy In Foreign Countries. Washington: U.S. Government Printing Office, 1915. 4 p.

Indicates literacy rates of selected countries of the world as of 1915.

———. *Illiteracy in the United States*. Washington: U.S. Government Printing Office, 1905. 54 p.

Reports the ranking of States according to literacy rates as of 1905.

U.S. DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION. *Adult Education for Foreign-Born and Native Illiterates*. By Charles M. Herlihy. Bulletin 1925, No. 36. Washington: U.S. Government Printing Office, 1925. 12 p.

Discusses the size of the national illiteracy problem among native- and foreign-born illiterates. Stresses the importance of the able teacher in literacy education.

———. *Adult Illiteracy*. Bulletin 1916, No. 35. Washington: U.S. Government Printing Office, 1916. 90 p.

Discusses the extent of illiteracy and the activities of various agencies working to effect its reduction. Describes early public school efforts. Describes the Worker's Class for Adult Illiterates in New York City. Includes detailed statistics of immigrant illiteracy around 1916.

———. *Elementary Instruction of Adults*. Report of the National Illiteracy Conference Committee. Bulletin 1925, No. 8. Washington: U.S. Government Printing Office, 1925. 33 p.

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Indicates some of the problems involved in work with adult illiterates in the mid-twenties. Outlines lesson materials for classroom use and includes some suggestions for those who work with native- and foreign-born illiterates.

———. *Illiteracy: Derived from Census Tables of 1860*. Circulars of Information, August 1870. Washington: The Department, 1870. 70 p.

Shows very early illiteracy figures based upon Census tables of 1860.

———. *Illiteracy in the United States and an Experiment for Its Elimination*. Bulletin 1913, No. 20. Washington: U.S. Government Printing Office, 1913. 38 p.

A statement showing in some detail the extent of illiteracy in the United States among those 10 years old and over based on the 1910 Census. Includes a description of a 2-year experiment in the mountain counties of Kentucky to ascertain whether illiterate adults and older children could be taught to read and write within a limited time.

———. *Methods of Teaching Adult Aliens and Native Illiterates*. Bulletin 1924, No. 7. Washington: U.S. Government Printing Office, 1927. 58 p.

Contents: Americanization Movement; Organization and Administration; Methods of Teaching; Special Classes (including factory classes and women's classes); and Helps in Teaching Native-Born Illiterates.

VIRGINIA DEPARTMENT OF PUBLIC INSTRUCTION. *Illiteracy in*

Virginia: Some Facts Which Cannot Be Overlooked. By E. R. Chesterman. Richmond, Va.: Superintendent of Public Printing, 1914. 21 p.

Report based upon the U.S. Census of 1910. Compares Virginia illiteracy statistics with those of the District of Columbia, Maryland, West Virginia, Tennessee, Kentucky, and North Carolina. Describes efforts among Negroes, native-born whites, the foreign-born, and Indians in mountainous sections.

WINSTON, SANFORD. *Illiteracy in the United States*. Chapel Hill: University of North Carolina Press, 1930. 168 p.

Part I deals with the general problem of illiteracy as it existed in the United States between 1870 and 1920. Part II reports results of the study of illiteracy in relation to certain "selected social phenomena," including the birth-rate, early marriage, infant mortality, size of family, urbanization, and mobility to other states.

World Illiteracy. *School and Society*, 30:423-424. Sept. 28, 1929.

Based on U.S. Bureau of Education studies, the article reports that world illiteracy was on the increase in 1929. Indicates how the theory that education should be limited to the governing and privileged classes was reversed at the turn of the century with accompanying drops in illiteracy rates in several great empires adopting new democratic forms of government.

Part 2—Some Recent Developments in Literacy Education in the United States, 1950-1960

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION. *Encyclopedia of Educational Research*. Chester W. Harris, ed. Third edition. New York: The Macmillan Co., 1960. p. 30-42.

Summarizes major objectives of adult education in modern life and traces gains in this area of education in recent years.

BERG, PAUL C. Illiteracy at the Crossroads. *Adult Leadership*, 9:47-48, June 1960.

The author discusses what he feels is an immediate need for a systematic, professional evaluation of methods used in attempts to eliminate illiteracy. Outlines some of the successes of commercial television in making available instruction for the illiterate adult through weekly programming.

BOARDMAN, G. C. Literacy Has New Meanings. *Wisconsin Journal of Education*, 89:19, March 1957.

The author is convinced that in today's life the problem is to select sources and choose wisely in order to more effectively organize our "learning."

BRICE, EDWARD W. Fundamental Education and the Public Schools. *The Public School Adult Educator*, 2:67-68, May 1959.

The author says "the attack on illiteracy and the provision of citizenship education for the foreign and native born are not the whole of fundamental education. Other elements, spiritual as well as material, appear as factors in the problem." Covers the following

topics: Fundamental Education Defined; Education for Social Adjustment and Change; Fundamental Education as a Foundation for Effective Living; and The Role of the Public Schools.

———. Illiteracy in a Changing America. *The Koinonia Magazine*, Special Literacy Issue. December 1959. p. 12-14.

Discusses the extent of illiteracy, outlines some present programs and activities, and indicates current trends. Available through the Koinonia Foundation, Box 574, Baltimore 8, Md.

BRINKLEY, STERLING G. Growth of School Attendance and Literacy in the United States Since 1840. *Journal of Experimental Education*, 26:51-66, September 1957.

A statistical study of literacy status in the United States. Describes some of the major problems in the march toward universal schooling and literacy.

CALIVER, AMBROSE. For A More Literate Nation. *School Life*, 40:13-14, December 1957.

Highlights the events leading up to the establishment of the National Commission for Adult Literacy. Outlines the commission's purposes and its plans.

———. *Fundamental Education: The What, How, Where, and Why Of It*. Washington: U.S. Government Printing Office, 1953. Rev. 1958. 12 p.

Leaflet defines fundamental education and indicates ways in which the undereducated are being served in several areas of the world.

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CALIVER, AMBROSE. Illiteracy and Manpower Mobilization. *School Life*, 33:131-133, June 1951.

Retraces the crippling effect of educationally deficient young adults in the Korean War mobilization effort. Emphasizes some of the obstacles to greater learning and teaching effectiveness in literacy training. Establishes literacy education as a civilian problem rather than a military one.

———. Literacy Education Project Draws to a Close. *School Life*, 32:74-75, February 1950.

A report of the Literacy Education Project conducted during the 3-year period 1947-50 under the sponsorship of the Office of Education. Outlines purposes of the project, financial assistance, and indicates materials developed including readers, workbooks, and manuals for teachers of adult elementary classes.

———. Needed: Another Crash Program. *Adult Leadership*, 7: 104-107, October 1958.

Traces early efforts in the nation to combat illiteracy among adults. Makes an urgent appeal for cooperation with the National Commission of Adult Literacy, a non-Government agency established by the Adult Education Association of the United States in 1957. Cites the commission's approach to an objective program to reduce illiteracy among adults.

———. The National Concern for Adult Education. *School Life*, 39, 8:5-6, May 1957.

Emphasis is placed upon groups of adults who need special help—one of these groups is the undereducated. The author believes "it is of national concern that the people of America become aware of the trends that make adult education more necessary today than ever before."

———. and HOLDEN, JOHN. Government's Concern for Adult Education. *School Life*, 39, 9:5-6, June 1957.

Identifies special responsibilities of public schools to provide educational opportunities for adults. Emphasizes the role of State Departments of Education and the U.S. Office of Education.

CASS, ANGELICA W. Fundamental and Literacy Education for Native- and Foreign-Born Adults. In *Handbook of Adult Education in the United States*, Malcolm S. Knowles, ed. Chicago: Adult Education Association of the U.S.A. 1960. p. 455-466.

Outlines the nature and scope of fundamental and literacy education. Highlights trends in programs and services, methods, materials, and television in this area of adult education.

CORTRIGHT, RICHARD W. Teaching Illiterates To Read: The Role of Literistics. *Journal of Developmental Reading*, 2, 2:3-11, winter 1959.

Points up increasing interest in literistics (the study of literacy methods). Discusses functions or modes of training including: (1) Preparation of introductory materials, (2) literature for new literates, (3) training literacy teachers, and (4) teaching illiterate adults.

———. They Are Learning to Read. *Adult Leadership*, 8, 2: 54-56, June 1959.

Outlines the way trained volunteers are teaching illiterates to read and write.

DAUGHERTY, CARROLL R. *Labor Problems in American Industry*.

New York: Houghton Mifflin Co., 1952. 846 p.

In Chapter 18, *Personnel Management*, the author discusses Training Workers: Education in Industry. He indicates the role of company schools in providing educational opportunities to workers with limited educational backgrounds.

FEDERAL SECURITY AGENCY, OFFICE OF EDUCATION. *Analysis of Literacy Statistics* (Circ. No. 376). Washington: Bureau of the Census, June 1953.

Includes information relating to years of schooling completed; selective service rejectees; results of illiteracy, based upon data from the 1950 Census.

GLAZER, NATHAN. Immigrant Groups and American Culture. *Yale Review*, 48:382-397, March 1959.

The author wants the reader to think about the effects of immigration upon American popular culture and to recognize the fact that its impact on culture gives rise to complex problems. Indicates the role and attitudes of business interests, labor, educators, and the immigrant who settled in America in the early 1800's and 1900's, many of whom were known to be illiterate, unschooled, and underprivileged.

GRESHAM, N. SYKES. *The Society of Captives*. Princeton, N.J.: Princeton University Press, 1958. 144 p.

Reports observations on the N.J. State Prison over a 3-year period. The reader acquainted with typical prison educational programs for illiterates or near-illiterates may profit from the data on "social types."

Handbook of Adult Education in the United States. Malcolm S.

Knowles, ed. Chicago: Adult Education Association of the U.S.A., 1960. 624 p.

A basic reference for those seeking important facts about certain aspects of the adult education field and the national organizations in it. Interested members of the general public can use it to get an understanding of what adult education is; new workers can use it as a manual of good practices.

KEMPFFER, HOMER. *Adult Literacy Education in the United States*. Circular No. 324, November 1950. Washington: Federal Security Agency, Office of Education, 1950. 5 p.

Reports results of two surveys (1947-1948 and a follow-up in 1950) of literacy education class offerings in the school districts of the nation. Comments upon findings; describes methods and materials, and gives sources of help for literacy teachers.

———. Manpower Through Literacy Education: State School Systems Can Create It. *School Life*, 34:1-24, October 1951.

One in a series of four articles on literacy. Emphasizes the simple fact that literacy instruction is not available to most adults who need it. Outlines the need for increased educational services to the illiterate.

KILGORE, HARLEY M. Literacy and the National Welfare. *School Life*, 34:90-91, March 1952.

Last in a series of four articles on literacy education suggested by the Office of Education Committee on Educational Rejectees. Tells how illiteracy slows up national defense, retards economic growth and social progress, and endangers democracy. Urges a national program of action.

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LAUBACH, FRANK C., and LAUBACH, ROBERT S. *Toward World Literacy: The Each One Teach One Way*. Syracuse, N.Y.: Syracuse University Press, 1960. 335 p.

Part I, *Teaching Illiterates*, describes classroom materials, tells how to organize successful rural or urban campaigns, and suggests training programs for literacy workers. Part II, *Writing for New Literates*, explains how to prepare interesting reading materials for new literates and includes examples of simple and effective writing. Suggests the need for diplomacy when dealing with adults who are learning to read.

LEWIS, MORRIS M. *The Importance of Illiteracy*. London: George G. Harrap & Co., Ltd., 1953. 187 p.

Encourages the study of the social factors in illiteracy. Discusses "resistance to literacy" on the part of those who fail to adjust to demands of a society that requires literacy.

MCGRATH, EARL J. *Selective Service Rejectees: A Challenge to Our Schools*. *School Life*, 35: 35-36, December 1952.

Recommends a re-examination of the crucial situation that resulted in heavy rejections prior to and since the Korean War. Sees need for serious consideration of how to gain better health for children and adults, and how to "achieve" basic education and literacy for American people.

MEDARY, MARJORIE. *Each One, Teach One; Frank Laubach, Friend to Millions*. New York: Longmans Green & Co., 1954, 227 p.

The author tells the story of a well-known missionary-educator's efforts to

"satisfy the great thirst for knowledge among illiterate millions throughout the world."

NATIONAL COMMISSION FOR ADULT LITERACY. *Ten Million Forgotten Americans*. Washington: The Commission, 1959. Not paged.

Helpful booklet provides some hard-hitting facts about the 10 million men and women in America who cannot read or write. Outlines the program of the Commission.

Our Illiterates. *Newsweek*, 53: 66. March 30, 1959.

Describes the scope and nature of the problem of illiteracy and its negative effect upon the economy and military manpower needs. Refers to the expansion of public literacy education programs in California, South Carolina, Michigan, and New Jersey and reports the highlights of a large oil company's program for 1,450 employees in East Baton Rouge Parish, La.

PAYNE, JOHN C. What Is Functional Literacy? *Social Education*, 13:275-276, October 1949.

Discusses the following questions: Can critical thinking be taught? Is literacy enough? What is functional illiteracy?

REECE, R. C. High Cost of Illiteracy. *School Life*, 34:115-116, May 1952.

One of a series of articles emphasizing the economic aspects of illiteracy. Stresses high cost of illiteracy as it affects farm production, hastens displacement of farm workers, lowers living standards, and plagues the illiterate with opportunities for only low grade and low paying jobs.

SCANLON, DAVID G. Patterns of Fundamental Education.

Teachers College Record, 58: 213-226, January 1957.

Defines fundamental education. Outlines the various approaches to fundamental education including the regional approach, national programs, bilateral approaches, the nonteam approach, the cooperative efforts by church-affiliated groups and by Governments. Considers fundamental education as an integral part of the total economic development of a country.

STAVISKY, SAMUEL. Ignorance Cuts Production and Defense. *Nation's Business*, 42:23-24, July 1954.

Challenging statement tells how illiteracy hurts the whole economy at a time when increasing technical and mechanical complexity, extensive knowledge, and highly developed skills are at a premium in the factory, on the farm, and in our national defense program.

UNESCO. *Basic Facts and Figures: International Statistics Relating to Education, Culture, and Mass Communication*. Paris: UNESCO, 1958. 142 p.

Stresses population and illiteracy census data by continents and regions. Contains sections devoted to primary and secondary education, teacher training, higher education, public expenditures on education, libraries and museums, book production, daily newspapers, paper consumption, film, radio broadcasting, and television.

———. The Scope and Nature of Fundamental Education. *Fundamental and Adult Education*, 9:51-59, April 1957.

Defines the scope of community development and of fundamental education in various countries. States that fundamental education is designed to

supplement "incomplete schooling" in economically underdeveloped rural and urban areas.

———. *World Illiteracy at Mid-Century: A Statistical Study*. Monographs on Fundamental Education—XI. Paris: UNESCO, 1957. 200 p.

This "first systematic survey of illiteracy on a worldwide scale" by an international organization, describes efforts to combat illiteracy, its extent by countries, major and lesser areas of illiteracy, illiteracy and school enrollment, illiteracy and national income, and illiteracy and urban industrialization.

U.S. DEPARTMENT OF COMMERCE, BUREAU OF THE CENSUS. *Estimates of Illiteracy By States, 1950. Current Population Reports: Population Characteristics*, Series P-23, No. 6. Washington: Bureau of the Census, November 1959. 2 p.

Emphasizes sharp drop in illiteracy rates in every State during the first half of the 20th century. Includes a table indicating illiteracy rate of the population 14 years old and over in the United States by divisions and States from 1900 to 1930 plus estimates as of 1950.

———. Literacy and Educational Attainment. *Current Population Reports: Population Characteristics*. Series No. 45, Oct. 1952. Washington: Bureau of the Census, October 22, 1953. 20 p.

Reports survey results of Census data on illiteracy as of 1952.

———. Literacy and Educational Attainment: March 1959. *Current Population Reports: Population Characteristics*. Series

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P-20, No. 99. Washington: Bureau of the Census, Feb. 4, 1960. 18 p.

Reports most recent trends in literacy and educational levels of the people of the United States. Major emphasis is placed upon "gains" in educational attainment and upon the illiteracy rate for the nation which is fixed, by this survey, at its lowest point since reliable statistics on the subject have been gathered by the Bureau.

———. School Enrollment. Educational Attainment and Illiteracy. *Current Population Reports: Population Characteristics*. Series P-20. No. 45. October 1952. Washington: Bureau of the Census. Oct., 1952. 20 p.

Reports survey results of Census data on illiteracy based on 1950 census. No breakdown of figures between foreign- and native-born persons is given.

U.S. DEPARTMENT OF THE INTERIOR. BUREAU OF INDIAN AFFAIRS. Branch of Education. *Suggested Goals for Adult Education*. Washington: Bureau of Indian Affairs, 1959. 84 p. Processed.

In several of the goals, strong emphasis is placed on the school and the adults working together in the interest of children; and upon improving learner competence in the fields of health and safety, personal economics, and citizenship. Can be examined at the Depart-

ment of the Interior Library, Washington, D. C.

WAKEFIELD, DAN. *Island in the City: The World of Spanish Harlem*. Boston: Houghton Mifflin Co., 1959. 278 p.

Indicates family-based problems of the Spanish speaking "colonies" receiving so much attention in the news from time to time. Cites lack of educational opportunity among adults as a chief factor in social isolation and problem-ridden family life among this group of "newcomers."

WITTY, PAUL. Campaign Against Illiteracy: A War We Must Win. *National Parent-Teacher*, 53, 3:20-23, November 1958.

Discusses the "educationally deprived," the education of illiterates—Army style, and the range and danger of illiteracy. The author feels that "illiteracy is a waste and is underutilization we can ill afford if we are to maintain the free world's way of life against the efforts of the Communist world to undermine and destroy it." Indicates illiteracy is not a fog which will lift if we merely wait.

WOOD, WILLIAM R. Community Responsibility for Literacy Education. *School Life*, 31:23, and 26, November 1959.

Suggests a national crusade for universal literacy. Outlines the role of research and the need for appropriate teaching materials.

SECTION II.

Literacy Education Programs in the United States: Some Activities and Problems

NUMEROUS ATTEMPTS have been made to assess the extent of adult illiteracy in the United States and the progress made in combating it. However, increased public and professional understanding of the social, economic, and psychological implications of illiteracy is needed.

Titles in Part I, *Reaching Illiterates Through Organized Classes and Mass Media*, furnish information about a variety of programs and activities involving illiterate adults. Most of the current programs in literacy instruction are maintained by public schools or by private voluntary groups. Titles have been selected to show the ways in which a wide variety of agencies are using educational techniques and principles to reduce the effects of undereducation in a society growing increasingly inhospitable to those who are unable to perform elementary tasks requiring some degree of proficiency in language and arithmetic skills.

Titles in Part II, *Research Studies and Survey Reports*, include references to reports, observations, and experiences in teaching the communication skills in adult classes. Studies of backwardness among non-reading adults are also included. Some insight should be gained from these references concerning some of the difficulties, needs, and interests of illiterate adults. They should also indicate the role of the teacher and researcher as a working team.

Part 1—Reaching Illiterates Through Organized Classes and Mass Media

BEATTY, WILLARD W. Half the World Can't Read. *Phi Delta Kappan*, 37:386-395, June 1956.

Discusses the need for fundamental education on a worldwide basis, and some of the key problems involved.

BERG, PAUL C. Illiteracy at the Crossroads. *Adult Leadership*, 9:47-48, June 1960.

Brief review of the successes of commercial television facilities in making instruction to illiterates available. Discusses possibility for development of a systematic, professional evaluation of methods used in attempts to eliminate illiteracy.

BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Our Public Schools: Adult Education. Part V: Report of the Superintendent of Schools (1954-55)*. By Francis A. Turner. New York: The Board, Division of Special Services, Bureau of Community Education. 1956. 27 p.

Describes day classes in New York City for adults of all ages who want to learn to read and write or to prepare themselves for citizenship. Classes are held at public school buildings, settlement houses, libraries, community centers, and sometimes in hospitals.

BOND, J. M. Training Program of the Tennessee Valley Authority for Negroes. *Journal of Negro Education*, 7:383-389, October 1938.

Describes training programs for workers and families in the following areas: Wheeler Dam, Pickwick Dam,

Gunterville Dam and adjacent regions in the Chattanooga area, and at Wilson Dam. Tells of WPA teachers brought in to conduct classes in the 3R's in general adult education plus activities in health education, agriculture, and to promote a live-at-home program.

BROUSE, HELEN T. Experiment in Adult Elementary Reading. *Adult Education Bulletin*, 4:15-18, October 1939.

Reports procedures with an adult beginners' reading class in Harlem.

CALIVER, AMBROSE. Literacy Education Project Draws to a Close. *School Life*, 32:74-75, February 1950.

A report of the Literacy Education Project conducted during the 3-year period of 1947-50 under sponsorship of the Office of Education. Outlines purposes of the project and financial assistance received. Indicates materials developed including four readers, workbooks, and manuals for teachers of adult elementary classes.

CASS, ANGELICA W. Fundamental and Literacy Education for Native- and Foreign-Born Adults. In *Handbook of Adult Education in the United States*, Malcolm S. Knowles, ed. Chicago: Adult Education Association of the U.S.A., 1960. p. 455-466.

Outlines the nature and scope of fundamental and literacy education. Highlights trends in programs and services, methods, materials, and television in this area of adult education.

CASSIRER, HENRY R. Television and Fundamental Education.

Fundamental and Adult Education, 9:189-193, 1957, No. 4.

Dramatizes the trend toward an increase in TV stations in many areas of the world. Takes a close look at the role television might play in fundamental education. Emphasizes TV's adaptability to regional conditions; tells how it creates a community spirit, or stimulates political activity when used with the printed page, the filmstrip, or in the light of local work projects.

CLEMMER, DONALD. *The Prison Community*. New York: Rinehart and Co., Inc., 1958. 341 p.

Background reading for the professional leader who would become more familiar with the "prison community" and with those who are handicapped by poor educational backgrounds within prison boundaries.

CORTRIGHT, RICHARD W. Reading—The Easy TV Way. In *Reading for Effective Living*. J. Allen Figurel, ed. New York: International Reading Association Conference Proceedings, vol. III, 1958. p. 57-58.

Author is director of Baylor University Literacy Center. Explains in detail how workers met some of the technical problems associated with the planning and programming of the first "literacy by television" series in Southwestern United States from a station in Waco, Texas.

———. Teaching Illiterates to Read: The Role of Literistics. *Journal of Developmental Reading*, 2, 2:3-11, Winter 1959.

Describes the role of the teacher of illiterates and the job of maintaining a suitable climate for learning; discusses literistics (the study of literacy methods). Considers (1) preparation of in-

troductory materials, (2) literature for new literates, (3) training literacy teachers, and (4) teaching illiterate adults.

———. They Are Learning to Read. *Adult Leadership*, 9:54-56, June 1956.

Tells how trained volunteers under the leadership of specialists at Baylor Literacy Center at Waco, Texas, are teaching illiterates to read and write.

D'AMICO, LOUIS A. and STAND-LEE, LLOYD S. Literacy Training in Prison. *Adult Education* 4:218-221, September 1954.

Reports results of a survey of 172 state prisons in 46 states and 16 federal prisons in 13 states where instruction for illiterate and near illiterate inmates is provided. Presents some views on teaching reading as a literacy rehabilitation effort.

EVANS, JAMES C. Adult Education for Negroes in the Armed Forces. *Journal of Negro Education*, 14:437-442, summer 1945.

Discusses Special Training Units set up for illiterate and educationally retarded men. Indicates objectives, procedures, and achievements. Describes Armed Forces educational programs at the other end of the scale, such as the V-12 Navy Program for special and professional fields; the Armed Forces Institute for university extension work; and regular courses of civilian and military import, ranging from the rudimentary to the highly technical and professional.

FOSTER, R. M. and BALLARD, J. F. The Navy's Literacy Training Program. *School Life*, 36: 31-32, November 1953.

Tells the story of the Navy's World War II program for training the func-

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tionally illiterate. Indicates the hazards of illiteracy in a military situation. Describes classroom methods and materials used.

GINZBERG, ELI. 10,000,000 U.S. Illiterates. *Americas*, 10:6-10, November 1958.

The author, a manpower economist, describes the plight of the illiterate in the United States; tells of growing inhospitable attitudes toward the illiterate in the labor force. Stresses the role of leadership at all levels in eliminating the hard core of the problem.

———, and BRAY, DOUGLAS W. *The Uneducated*. New York: Columbia University Press, 1953. 246 p.

Presents national totals and a breakdown by percentages of major groups of illiterates over the period from 1890-1940.

GOMPERS, SAMUEL. *Seventy Years of Life and Labor*. An Autobiography. Revised and edited by Philip Taft and John A. Sessions. New York: E. P. Dutton & Co., Inc., 1957. 334 p.

Tells the "classic" story of the struggle of organized labor in America as seen through the eyes of Samuel Gompers, the immigrant cigar maker who became the leader of millions of factory workers (many of whom were handicapped by ignorance and illiteracy).

———. *The American School and the Working Man*. *School and Society*, 4:127-133, July 22, 1916.

Indicates that organized labor realizes that "education is not an arbitrary thing that automatically ends with a certain year of life, but that it must continue throughout life if the individual is really to live and make progress."

Emphasizes the need for new information and wider knowledge on the part of all adults.

HORNE, FRANK S., and ROBINSON, CORINNE. Adult Educational Programs in Housing Projects With Negro Tenants. *Journal of Negro Education*, 14:353-362, July 1945.

Outlines the scope of educational programs in local public housing projects in several cities of the United States during and at the close of World War II. Discusses implications for adult education starting from the point where the community learns that a housing project is being developed through the entire process of displacement, relocation, and adjustment of site occupants. Discusses (1) program objectives and justification in terms of the public interest, (2) tenant rights and privileges, and (3) future stake in the project under development.

JOHNSON, HOWARD. The Role of the Public Schools in Adult Education. *The Public School Adult Educator*, 1, 1:3-4, September 1957.

Emphasizes the current role of the public school as it serves adults who have passed the compulsory school age. Cites examples of learning opportunities in academic and vocational education, citizenship, and civic education.

KAISER, W. H. Taking the Library to the Worker. *Library Quarterly*, 10:50-69, January 1940.

The author concludes that a large demand always exists for reading materials bearing directly upon the daily occupations of readers. States that even though some 597 libraries were located in communities heavily populated with laborers, often no special effort was

made to serve or to reach factory workers.

LAUBACH, FRANK C. *Teaching the World to Read*. New York Committee on World Literacy and Christian Literature of the Foreign Missions Conference of North America. New York: Friendship Press, 1947. 246 p.

A handbook for literacy campaigns.

LESAGE, JEAN. Education of Eskimos. *Canadian Education*, 12:44-48, June 1957.

Curriculums are adapted to special conditions and needs of adults; vocational training is offered in sparsely populated northern Canadian Territories outside Provincial boundaries in an important move to expand adult education services.

LINDSAY, INABEL B. Adult Education Program for Negroes in Settlement Houses. *Journal of Negro Education*, 14:347-352, Summer 1945.

Highlights individual participation and typical leadership patterns of clubs, classes, and other group activities of settlement houses in several representative cities functioning in areas where many nationality groups live.

Living in Chelsea. Research report, by Rhetta M. Arter. New York: Center for Human Relations Studies, New York University, 1954. 43 p.

A study of human relations in a New York City area served by the Hudson Guild. Indicates some characteristics of the population (educated and uneducated) and the use of a variety of social resources.

MCALLISTER, JANE E., and MCALLISTER, DOROTHY C. Adult

Education for Negroes in Rural Areas: The Work of the Jeanes Teachers and Home and Farm Demonstration Agents. *Journal of Negro Education*, 14:331-340, July 1945.

Reports the study and evaluation of Agricultural Extension Service through Jeanes Teachers and Home and Farm Demonstration Agents. Indicates how the program stresses the need for a functional and realistic approach in meeting the needs of adults it serves and shows the necessity for "direct attack" upon immediate and real problems.

Nation Wide Program Against Illiteracy To Be Continued. *School and Society*. 66:277, Oct. 11, 1947.

Describes a nationwide program initiated in 1946 by the U.S. Office of Education under a grant by the Carnegie Corporation of New York to reduce illiteracy among 10 million adults. A statement by Dr. John N. Studebaker sets down the method of approach and major objectives of the project.

OGDEN, JEAN, and OGDEN, JESS. *These Things We Tried*. Charlottesville: University of Virginia, Extension Division, 1949. 432 p.

Describes experiments conducted during a 5-year period designed to aid Virginia rural communities in developing self-help programs. A summary of experiences of two pioneer adult educators.

A Program of Education for Alaskan Natives. A Research Report. By Charles K. Ray. College, Alaska: University of Alaska, Department of Education, 1959. 303 p.

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Survey performed under contract with U.S. Office of Education proposes broad encompassing guidelines for education of Alaskan natives. Findings and recommendations emphasize the continuing need for careful research in anthropology, education, and sociology to point the way toward the intelligent solution of problems faced by Alaskan natives as a culturally atypical group.

RAWLINGS, WILLIAM M. The Fundamental Tools of Learning. *Baltimore Bulletin of Education*, 33, 3:37-41, June 1956.

Discusses educational offerings in Baltimore schools designed to offset adult illiteracy. Tells how practical reading, writing, and arithmetic skills are strengthened through practice drills related to everyday shopping duties, completing forms, or reading signs including those which appear in the factory, on the streets, and in stores.

REDD, GEORGE N. Adult Education for Negroes Under Public School Auspices. *Journal of Negro Education*, 14:312-321, July 1945.

Discusses adult education as administered under State laws where State or district boards of education, or where county or local authorities are responsible for removal of illiteracy. Statistical tables indicate Negro participation in adult education programs in 15 southern cities and in selected southern States by type of state-promoted public school programs.

ROBINSON, HELEN M. Training Illiterates in the Army. *Elementary School Journal* 52:440-442, April 1952.

A brief review of the Army experience in training illiterate soldiers for Army assignments. Cites the well-known statement of an Army General—"education is the backbone of the Army."

Salem Public Schools: Adult Education Department, General-Vocational. Annual Report 1955-56. Salem, Oreg.: School District No. 24CJ, 1955. 19 p. Processed.

Describes classes in beginning reading offered at Salem public schools for adults who need this type of instruction. Explains the importance of special textbooks for literacy education classes.

SCHNEIDER, FLORENCE HENLEY. *Patterns of Workers' Education*. Washington: American Council on Public Affairs, 1941. 158 p.

The story of the development of Bryn Mawr summer school program for women workers. Indicates how learning opportunities were provided for a group of factory workers, many of whom were deprived of education beyond the lower elementary grades. Of basic interest to those not familiar with the early development and expansion of workers education for adults of all ages.

SEIDENFELD, MORTON A. Training the Linguistically Handicapped and Mentally Limited Personnel in the Military Service. *Journal of Educational Psychology*, 34:26-34, January 1943.

Describes the Army's Special Training Unit Program with native- and foreign-born illiterates, covering methods, selection and training of teachers, and development of instructional materials.

STATE DEPARTMENT OF EDUCATION OF LOUISIANA. *Report of the Work Conference for Negroes, Ascension Parish, Louisiana*. Bulletin No. 529. Baton Rouge: The Department, 1944.

Describes programs and services included in adult education programs in Louisiana through general adult educa-

tion and literacy classes, war education centers, the opportunity school, camp opportunity school, counseling services for opportunity school alumni, and alumni study groups. Discusses class offerings including consumer education, conservation, classes for midwives, continuation classes for those desiring high school diplomas, and war education center offerings.

STEWART, DAVID C. Reading, Writing, and Television. *Harper's*, p. 58-59, June 1959.

Article tells how an educational TV station in Memphis developed "a bold new program for combating illiteracy—handicap of 10 million Americans and countless more millions in the backward nations of the world."

Ten Million Forgotten Americans. Washington: National Commission for Adult Illiteracy (established by the Adult Education of the USA), 1959. Not paged.

The pamphlet emphasizes the plight of the adult illiterate in modern society. Briefly outlines the commission's adult literacy program. Available from the Commission, 1526 17th Street, NW, Washington 6, D.C.

TRAVIS, HELEN. Adventures in Citizenship. *Adult Education Journal*, 1:166-167, October 1942.

Description of author's experiences in teaching adult foreign-born illiterates.

U.S. DEPARTMENT OF THE INTERIOR, BRANCH OF EDUCATION, BUREAU OF INDIAN AFFAIRS. Basic Adult Education—Whose Job Is It? *Indian Education*, No. 338,

Feb. 1, 1960. Published at Haskell Institute, Lawrence, Kans. (Free upon request to Indians, members of the Bureau, public schools, and libraries.)

Describes the need of adult Indians for the basic tools of communication plus a reasonably good knowledge of himself in relation to the world about him. Indicates the role of the school, government agencies, and nonpublic groups which now form the small core so urgently concerned with helping the seriously undereducated adult in America today.

———. Education Comes Late. *Indian Education*, No. 280. Mar. 1, 1956. 4 p.

Cites the pressing need of adult education programs by American Indians who, because of educational handicaps, need the basic tools of communication to enlarge their understanding of such things as child rearing and education for children; time and money management; civic and social responsibilities; and newer ways of earning a livelihood for themselves and their families.

———. Helping the "Ten Million." *Indian Education*, No. 302. Oct. 1, 1957. 4 p.

Repeats the often heard story: The 10 million "have asked for little, and, as a consequence, have received little in the way of continuing education." Expresses concern that too many Indian adults in reservation communities are in the 10-million group. Sees the Bureau's on-reservation adult education program expanding through numerous new units already established in several regional areas.

———. The Old Man's Teacher. *Indian Education*, No. 293. Feb. 1, 1957. 4 p.

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Indicates that acceptance of adult education may vary considerably from one Indian "community" to another. Cites factors which typically inhibit adults the world over in participating in fundamental education programs as follows: (1) Lack of belief that the program will help them, (2) reluctance to identify themselves as needing help, and (3) lack of confidence in their own ability to learn.

VILLAGRONGA, MARIANO. Program of Education for Puerto Rican Migrants. *Journal of Educational Sociology*, 28:146-150, December 1954.

Shows what is done by the Puerto Rican school system to help cushion the adjustment process of those who might migrate to other areas.

WITTY, PAUL. Army Teaches Reading. *Educational Outlook*, 19:115-122, March 1945.

Covers testing in Special Training Units, functional methods of instruction, use of functional materials, and the integration of materials and instruction.

———. What the War Taught About Adult Education. *Journal of Negro Education*, 14:293-298, July 1945.

Indicates the role of the teacher and the successful use of functional methods and materials in classes for the illiterate and non-English speaking

inductee in Armed Forces Special Training Units. Stresses three things that the war taught us: (1) the mass of American youths are educable; (2) illiteracy need not continue as a great social problem in America; and (3) Army Special Training Units demonstrated certain principles of significance to every teacher.

WORMLEY, MARGARET JUST. Adult Education in Federal Prisons. *Journal of Negro Education*, 14:425-430, summer 1945.

Cites objectives of educational programs set up by the Bureau of Prisons. These include elementary education for the illiterate and the borderline illiterate (keeping within Federal prison law stipulating that a prisoner entering a penal institution "must show at least fifth-grade ability, or attend school at least an hour a day for basic instruction in arithmetic, reading, and writing.") Describes educational programs at several of the large Federal penal institutions.

YUMAN, ROGER. Can You Read the Words on This Page? Television Is Exploring Ways To Aid 8,500,000 Who Can't. *TV Guide*, 5:22, Feb. 2-8, 1957.

Answers the question, "What, if anything, can TV do to combat adult illiteracy?" Describes the TV course offered at Station KWNO-TV, Memphis, Tenn., in one-half-hour lessons three times a week for the adult who has never learned to read and write.

Part 2—Research Studies and Survey Reports

ACE, P. W. A Remedial Teaching Scheme: Introducing a New Reading Method. *British Journal of Educational Psychology*, 26: 191-193, 1956.

Presents results of controlled experiment using two reading methods: a mixed method combining "look and say" sentence with phonic approaches, and a new method called the Moxon method (essentially a visual phonic approach) an active method in that the student "has to do everything himself." The new method was considered more effective among two groups of children retarded in reading.

ALTUS, WILLIAM D. Adjustment and Range of Interests Among Army Illiterates. *Journal of Social Psychology*, 31:295-298, 1950.

Analysis of the interest responses of 100 illiterates to Berdie's List of 22 liked and disliked activities, such as playing checkers, shooting pool, dancing, fishing, picnics, football, or swimming.

———. Relationship Between Vocabulary and Literacy When Intelligence Is Held Constant. *Journal of Social Psychology*, 31: 299-301. May 1950.

Reports the relationship of literacy, as defined by Gray's Oral Reading Test, to the 1937 Terman vocabulary list when intelligence is held constant. Results of this study are limited to the United States Army population of adult males in an army center for illiterates where this information was gathered.

———. The Relationship of Intelligence and Years of School-

ing When Literacy Is Held Constant. *Journal of Consulting Psychology*, 13:375-376, October 1949.

The author found that the average IQ on the Army Wechsler test for more than 15,000 United States Army illiterates during World War II was about 67. Cites relationship between IQ and years of schooling when reading ability is held constant.

———. The Validity of the Terman Vocabulary for Army Illiterates. *Journal of Consulting Psychology*, 10:268-276, Sept.-Oct. 1946.

Reports results of a study of the validity of the Terman Vocabulary Test for the total flow of inductees at Army reception centers. Discusses malinger as a problem of these centers. Among other conclusions the author comments on the markedly depressed vocabulary scores of the illiterate (regardless of race). The illiterate appears to live in a conceptual world "quantitatively so far removed from that of the average literate person that the difference is almost qualitative." Further he states that concepts which to the normally literate person are basic and fundamental are, and probably will remain, un verbalized for the illiterate.

———, and BELL, HUGH M. Validity of a General Information Test for Certain Groups of Army Illiterates. *Journal of Consulting Psychology*, 11:120-132, May 1947.

Reports the results of a study of information-test scores made by Army illiterates. Evaluates the scores of bilingual inductees and rejectees.

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ALTUS, WILLIAM D., and CLARK, J. H. Some Sectional Differences Among Negro and White Illiterate Soldiers. *Journal of Psychology*, 30:97-104, August 1949.

Presents data on the following four groups of Army illiterates studied: 100 northern whites, 100 northern Negroes, 100 southern whites, and 100 southern Negroes.

———, and MAHLER, C. The Significance of Verbal Aptitude in the Type of Occupations Pursued by Illiterates. *Journal of Applied Psychology*, 30:155-160, April 1946.

Reports a study of test results among inductees classified as illiterate. Presents data concerning the validity of Wechsler standard scores in terms of the occupations illiterate trainees had pursued. Authors warn that, although literacy and verbal aptitude are correlated, this is not sufficiently high for one to assume that all illiterates are automatically dull.

BEEKMAN, JOHN. The Use of Pre-Primer Syllable Charts in Chol Literacy Work. *Language Learning*, 3:41-50, January-June 1950.

This article discusses an experimental literacy campaign using syllable charts among adult monolingual Chol Indians in Chiapas, Mexico, conducted by staff members of the Summer Institute of Linguistics, University of Oklahoma. Preprimer charts are illustrated.

BERNARD, JESSIE. *Social Problems at Midcentury: Role, Status, and Stress in a Context of Abundance*. New York: The Dryden Press, Inc., 1957. 654 p.

In Part IV, Chapter 10, *Role Impair-*

ment: Mental Handicaps, (p. 216-241), under the topic heading, The Illiterate in American Society, the author describes the way in which the illiterate, because of his handicap, tends to withdraw from the larger world. Discusses the illiterate's role of compliance, concealment of his deficiency, and/or substitution of some nonsymbolic technique for a symbolic one. As an outsider, he tends to create a separate world with others like himself who develop a culture of their own.

BERG, PAUL CONRAD. Illiteracy at the Crossroads. *Adult Leadership*, 9, 2:47-48, 67-69, June 1960.

Indicates the extent to which public schools, private agencies and institutions, and individual efforts are reaching illiterates at home and abroad. Indicates change in illiteracy figures that has come about in the past 20 years and some of the expectations in this field.

BETTS, EMMETT A. Factors in Reading Disabilities. *Education*, 62:624-637, May 1952.

Places reading disabilities in two major categories: language, and experience deficits. Sees retardation in reading as a significant problem at all school levels in spite of the fact that materials of instruction have been significantly improved over the years, that methodology has been improved, and a wealth of literature has been accumulated on human development and learning. Discussion of "Symptoms" should be helpful to teachers of adults.

———. *Foundations of Reading Instruction*. New York: American Book Co. Rev. ed. 1954. 757 p.

Teachers of adult elementary classes should find in this book much that may be useful to the reading teacher at all levels.

BOARDMAN, G. C. Literacy Has New Meanings. *Wisconsin Journal of Education*, 89:19, March 1957.

The author is convinced that in today's life the problem is to select sources and choose wisely in order to more effectively organize our learning.

BRICE, EDWARD W. *Education of the Adult Migrant*. U.S. Department of Health, Education, and Welfare, Office of Education. Bulletin 1961, No. 6. Washington: U.S. Government Printing Office, 1961. 96 p.

A study of the migrant worker in the urban setting. Discusses ways and means of meeting his educational needs through planned, formal and informal adult education experiences. Describes the impact of migration upon the growth of our cities and metropolitan areas and what is being done in some localities about the situations of the new resident.

———. Illiteracy in a Changing America. *The Koinonia Magazine*, Special Literacy Issue. The Koinonia Foundation, Box 574, Baltimore 8, Md., December 1959. p. 12-14.

Discusses the extent of illiteracy, outlines some present programs and activities, and indicates current trends.

BROUSE, HELEN T. Experiment in Adult Reading. *Adult Education Bulletin*, 4:15-18, October 1939.

Describes an experiment with a class of men and women in Harlem which grew out of an interest in determining the extent to which accepted techniques, already in use in the more progressive primary schools, would be successful in classes of beginning adults.

BURROUGHS, G. E. R. Evaluation in Fundamental Education. *Fundamental and Adult Education*, 9:153-157, October 1956.

Stresses the constant need for emphasis upon "education" in considering fundamental education. Reminds the reader that the first feature to be stressed is that "fundamental education is not primarily concerned with material matters, but with mental and moral development and with values and attitudes." Lays down some ground rules for the evaluator.

BURT, CYRIL. The Education of Illiterate Adults. *British Journal of Educational Psychology*, 15: 20-27, February 1945.

Discusses the problem of illiteracy, its causes and remedies. Describes methods and materials.

CHADDERTON, HESTER, and LYLE, MARY S. *Reasons Given by Iowa Women for Attending Homemaking Classes for Adults*. Special Report No. 12. Ames: Agricultural Experiment Station, Iowa State College, June 1955. 26 p.

Survey report of reasons given for attending special homemaking classes for women.

CHASE, FRANCIS S. Attack on Illiteracy Among Negro Adults. *Elementary School Journal*, 47: 69-70, October 1946.

Discusses a comprehensive 1-year project to attack the problems of functional illiteracy among Negro adults. The project was made possible by a grant from the Carnegie Corporation of New York and was sponsored by the U.S. Office of Education in cooperation with the American Association of Adult

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Education and the National Conference on Adult Education and the Negro.

CLARK, HAROLD F., and SLOAN, HAROLD. *Classrooms in the Factories*. An Account of the Educational Activities Conducted by American Industry. Rutherford, N. J.: Farleigh Dickinson University, Institute of Research, New York University Press, 1958. 139 p.

Reports the results of a questionnaire survey of educational activities carried on by some 500 of the largest industrial corporations in the United States. Estimates the extent of these activities, tells what industry is teaching, describes some teaching methods, explains reasons for this recent significant development, and evaluates the impact it is having upon traditional educational institutions and American culture.

DALE, EDGAR, and TYLER, RALPH W. A Study of the Factors Influencing the Difficulty of Reading Materials for Adults of Limited Reading Ability. *Library Quarterly*, 4:384-412, July 1934.

Reports results of the study of factors influencing the difficulty of reading materials for adults of limited reading ability. Suggests that experimentation is needed for selecting more materials and in writing materials according to detailed specifications. Such experimentation would be designed to discover whether such materials are consistently useful in selecting and preparing reading matter more easily comprehended by adults who have limited reading ability.

The Definition and Measurement of Literacy. *Fundamental and Adult Education*, 9:3-8, January 1957.

Discusses some of the difficulties involved in establishing a "desirable standard of literacy" and the testing of such standards.

DE LESPOINOIS, PIERRE. Educating Foreign Illiterates in English. *Modern Language Journal*. 42:178-185, April 1958.

An experiment conducted by the U.S. Air Force Language School, Lackland Air Force Base, Texas, where non-English speaking students were offered 24 weeks of English language and literacy training, prior to specialty course training in Jet Engine Mechanics at another base. Training technique included the use of basic English vocabulary lists and sample tape drills aimed at achieving some skill in aural comprehension, oral expression, reading, writing, and arithmetic.

DICKERMAN, WATSON; MANN, GEORGE C.; and SHEATS, PAUL H. Inservice Training for California Teachers of Adults. *Adult Education Bulletin*, 13:99-103, April 1959.

Tells how the inservice training program for teachers was set up, financed, and operated.

DOBINSON, C. H. Fundamental Education. *British Journal of Educational Studies*, 1, 2:121-130, May 1953.

An account of UNESCO's first General Conference in 1946 which urged that education be "brought to the illiterate and poverty stricken parts of the world." Indicates the role of UNESCO's Clearing House publications including the *Monograph series*, the *Occasional Papers*, *Fundamental and Adult Education* (the *Quarterly*), and *Education Abstracts*.

DUBOIS, RACHEL D. Group Conversation Methods Used in

English Classes for Newcomers. *Adult Education Bulletin*, 12:199-203, October 1948.

Tells how thousands were taught to read, and write and speak the English language at Labor Temple, an institution sponsored by the National Presbyterian Board in New York City.

ECKERT, RALPH. The Psychology of Adult Learning: An In-service Course for Adult Teachers. *Adult Education Bulletin*, 14:55-59, December 1949.

Outlines goals of the course indicating that while it was desired that adult teachers receive some tools and techniques for understanding and working with adult students, the following objectives were being sought: that teachers come to know and understand themselves better (emotional needs and ways to satisfy them); through this understanding develop a keener understanding of and appreciation for feelings, desires and needs of adults; to accomplish better organization of instruction; to get understanding of students as people and that the most important learning in the classroom may not be subject matter learning but emotional—learning to enjoy learning, to like people, to feel an interest in others, and to learn to work happily with others.

EDGERTON, HAROLD A., and BLUM, MILTON L. A Technique to Determine Illiteracy — Literacy Requirements of Jobs. *Personnel and Guidance Journal*, 32:524-527, May 1954.

Proposed in this article is a rating scale to determine the minimum literacy requirements of a job. Describes the rationale for such a scale and the steps involved in its construction. Discusses sources of data on employment of illiterate workmen.

EGAN, MARGARET. An Experiment in Advisory Service and Graded Reading in the CCC Camps. *Library Quarterly*, 7:471-491, October 1937.

The experiment reported here describes the first attempt to give graded, individual reading guidance in CCC Camps. Indicates books used, degree of difficulty as expressed by readers, and level of schooling achieved by participants ranging from second grade upward.

FIGUREL, J. ALLEN, ed. *Reading for Effective Living*. International Reading Association Conference Proceedings. Vol. 3, 1958. 208 p.

Part VI, Special Problems in Reading for Effective Living (p. 158-172), includes articles of interest to those engaged in teaching reading in English-speaking countries and those teaching English as a second language.

FREEMAN, HOWARD E., and KASSEBAUM, GENE G. The Illiterate in American Society: Some General Hypotheses. *Social Forces*, 34:371-375, May 1956.

Based upon a series of informal interviews and observations of illiterate males (18 to 26), this research report conceptualizes the role of the illiterate in the American social system of today. Conclusions cover three problem areas: (1) Interaction of the illiterate in the larger society and the limitations that make upward mobility almost impossible; (2) integration of the illiterate into the social system; and (3) some aspects of the social system of the illiterate (interaction among themselves).

Fundamental and Adult Education. Vol. 9, January 1957. No. 1.

Issue is devoted to the problems involved in the definition and measure-

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ment of literacy. Special emphasis is placed upon research and experiments undertaken in recent years directed at improving methods of teaching adults to read and write and providing opportunities to use these skills.

GATES, ARTHUR I. *A List of Spelling Difficulties in 3,876 Words*. New York: Bureau of Publications, Teachers College, Columbia University, 1937.

A study which received much attention in the thirties.

GINZBERG, ELI, and BRAY, DOUGLAS W. *The Uneducated*. New York: Columbia University Press, 1953. 246 p.

Reports research findings resulting from a widely known, large-scale research project under the title: "The Conservation of Human Resources." Part I, Education and Society, gives a detailed analysis of men rejected for military service during World War II, reflecting regions where illiteracy has been a continuing factor and the areas where progress has lagged. Statistical data is well presented.

GOLDBERG, SAMUEL. *Army Training of Illiterates in World War II*. New York: Columbia University Teachers College, 1951. 302 p.

An important study outlining the experience of the United States Army in training illiterates received through induction centers during World War II. Indicates methods and materials used, and some psychological barriers involved in the training program.

———. Psychological Procedures Employed in the Army's Special Training Units. *Journal of Clinical Psychology*, 1:118-125, April 1945.

States specific aims and technical procedures of Army special training program which, in addition to instruction in basic military subject matter, made provision for regular instruction in the following elementary subjects: Reading, language expression, arithmetic, orientation, and current events. Describes teaching materials used to promote the successful adaptation of the marginal soldier to Army life.

GRAY, WILLIAM S. *How Well Do Adults Read? In Adult Reading*. Fifty-fifth Yearbook. Part II: National Society for the Study of Education. Chicago: University of Chicago, 1956.

Chapter II interprets results of literacy studies conducted in the United States. Indicates that one-half of our adult population is unable to read with ease or to understand much of the material published that relates to current social issues and trends (which in itself poses an adult education problem of great magnitude).

———. Summary of Reading Investigations July 1, 1956 to June 30, 1957. *Journal of Educational Research*, 51:401-435, February 1958.

Presents results of a survey of reading research in the period from July, 1, 1956, to June 30, 1957. Lists and discusses 96 titles; many will interest the adult education teacher.

———. *The Teaching of Reading: An International View*. Cambridge, Mass.: Harvard University Press, 1955. 30 p.

Discusses the world movement toward literacy. Points out some vital problems inhibiting a more general development of literacy, including the availability of materials, the supply of teach-

ers, and the methodology of teaching reading.

———. *Teaching Reading and Writing: An International Survey*, Monograph on Fundamental Education No. 10. Paris: UNESCO, 1956. 286 p.

Persons engaged in literacy education will be interested in the following chapters in this survey: Chapter II, Influence of Type of Language on Literacy Training; Chapter IV, Reading Attitudes and Skills Essential to Functional Literacy; Chapter V, Methods of Teaching Reading; Chapter VI, Findings of Research That Help in the Choice of Methods; and Chapter VIII, Teaching Adults to Read.

Great Britain, The Ministry of Education. *Reading Ability: Some Suggestions For Helping the Backward*. London: His Majesty's Stationery Office, 1950. 51 p. Pamphlet No. 18.

Reports investigation of the problem of illiteracy in Great Britain among youths and adults. Chapter 7, *The Illiterate Adult*, indicates the state of knowledge of postwar reading ability, and describes procedures used in the testing of thousands of persons.

HAGGARD, E. A. Social Status and Intelligence: An Experimental Study of Certain Cultural Determinants of Measured Intelligence. *Genetic Psychology Monographs*, 49:141-186, 1954.

Twenty-eight American groups of differing social class were given tests by Haggard under various conditions of motivation, practice, item form, etc. Difference between "lows" and "highs" decreased under motivation and practice. Pupils of low status showed as much ability to learn as the highs and

gained more under the conditions most familiar to them.

HUNT, WILLIAM A., and WITTSON, CECIL L. The Neuropsychiatric Implications of Illiteracy. *U.S. Armed Forces Medical Journal*, 2:365-369, March 1951.

An important research study indicating that (1) there is a much higher incidence of neuropsychiatric disorders among the illiterate than among the literate group; (2) illiteracy is often diagnostic not only of mental deficiency but of the various personality disorders as well—it seems to add to the stress of personal adjustment; and (3) in handling the problem of illiteracy through any special training program it would "seem advisable to provide intensive psychiatric service both diagnostically and therapeutically," since the handicap offers more than a simple educational problem.

JOHNSON, LOUISE S., and STAUDT, VIRGINIA M. Adult Education is the Psychologist's Business. *Journal of Genetic Psychology*, 91:147-148, September 1957.

The authors see adult education (with its numerous possibilities for courses in child psychology, personality, mental health and the like) as one line of direct, positive action which psychologists have at their disposal which should not be neglected.

KEMPFFER, HOMER. *Eight Measures for Evaluating Educational Programs for the Foreign Born*. Federal Security Administration. Office of Education. Circular No. 357. Washington: U.S. Government Printing Office, 1952. 13 p.

Discusses criteria for evaluating classroom programs for the foreign-born adult. Useful information for

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teachers or administrators of adult elementary education programs.

KINGER, JOHN R., and COHAN, NATALIE R. How Hard Are the Simplified Classics? *The English Journal*, 40:210-211, April 1951.

Indicates grade placement of 38 simplified classics according to the Flesch and Dale-Chall readability formulas. Placements range from grade 4 through grade 10, with most at grades 6 and 7.

KLEIN, PAUL E., and MOFFITT, RUTH E. *Counseling Techniques in Adult Education*. New York: McGraw-Hill Book Co., Inc., 1946. 185 p.

Specific emphasis is placed upon school learning. Contains useful information on the orientation of adult students, counseling low- and high-ability adults, adult motivation, and scope of educational and personal counseling services. Outlines the characteristics and needs of the young adult, the middle-aged, and the elderly.

KOENIG, FRANK J., and SMITH, JOHN. A Preliminary Study Using a Short Objective Measure for Determining Mental Deficiency in Selective Service Registrants. *Journal of Educational Psychology*, 33:443-448, September 1942.

Outlines procedure for examination of Army recruits to determine that the subjects were illiterate though not mentally deficient. The test is described as a means of distinguishing the malingerer from either the true illiterate or mental defective.

KREITLOW, BURTON W. *Rural Education: Community Backgrounds*. New York: Harper and Brothers, 1954. 411 p.

Analyzes many of the social and eco-

nomic forces, and the associations and organizations in rural communities of America and their relationship to education at all levels. Chapter 4, *The Sociology of the Rural Community*, should be useful to leaders who are not familiar with rural community life.

LEWIS, MORRIS M. *The Importance of Illiteracy*. London: George G. Harrap & Co., Ltd., 1953. 187 p.

Encourages the study of the social factors in illiteracy. Discusses "resistance to literacy" on the part of those who fail to adjust to demands of a society that requires literacy.

LIPPITT, RONALD. Some Recent Advances in Understanding Group Life. *Fundamental and Adult Education*, 9:157-161, October 1956.

Indicates the acceleration of scientific interest in the small face-to-face group as an object of study. Suggests and discusses four assumptions about individuals and groups which are intended to challenge the belief that individuals and groups "must necessarily have incompatible or compatible interests."

Living in Chelsea. Research report by Rhetta M. Arter. New York: Center for Human Relations Studies, New York University, 1954. 43 p.

A survey of the interests, needs, and problems of people residing in an area of New York City served by the Hudson Guild.

LORGE, IRVING. Adult Learning. *Adult Education*, 2, 5:156-159, June 1952.

States that the teacher or leader must know how to motivate the adult learner

and how to use the learner's interest and attitudes in a learning situation. The author believes that individual differences in the ability of adults to learn must be recognized and given appropriate weight.

———. Schooling Makes a Difference. *Teachers College Record*, 46:483-492, May 1945.

The author indicates that "schooling makes a difference in a person's score on the intelligence tests he takes as a mature adult." Lorge says "these differences are important not only for the individual but for society. Society must recognize that the restriction of educational opportunities . . . may mean the attenuation of its chief human resource—the functioning intelligence of its citizenry."

LYNDE, SAMUEL A., and SCHULER, EDGAR A. The Undereducated Serviceman and the "G.I. Bill of Rights." *Adult Education Bulletin*, 9:35-40, December 1944.

Attempts to answer the question so pertinent at the end of World War II: How will the undereducated serviceman fare educationally under the G.I. Bill of Rights? Indicates the role of public school adult education programs in this problem area.

MYRDAHL, GUNNER. *An American Dilemma*. New York: Harper and Brothers, 1944. Two volumes.

Chapter I will interest adult educators. This chapter illustrates how the illiterate adult is sometimes partially successful in attempts at integration with "educated" adults only because he is accepted in roles which do considerable violence to the higher values which have been termed "The American Creed." Observes how open society (1) offers opportunities to integrate, (2)

views partial or non-integration as failure to take advantage of these opportunities, and (3) condones the partially integrated illiterate by accepting him in inferior statuses as an adult.

NICHOLSON, DAVID HULL. *Why Adults Attend School: An Analysis of Motivating Factors*. University of Missouri Bulletin Series No. 57, Columbia: University of Missouri, 1955, 23 p.

Important study concerning the identification and analysis of the major educational motives of adult students attending school courses.

ORATA, P. T. Paradox of Ignorance. *School and Society*, 71:356-358, June 10, 1950.

The author expresses confidence in the old saying that "a little knowledge is a dangerous thing." States that literacy without skill and competence is useless; without character and moral principles, it can be dangerous.

PARSONS, TALCOTT. *The Social System*. Glencoe, Ill.: The Free Press, 1951. 575 p.

Briefly describes the situation (p. 281-282) where the *existence* of persons who do not comply with the higher values of the society is accommodated by means of a particularistic orientation toward these persons, "motivated at least in part by the material advantages accruing from their possibilities as an exploitable market."

PAUVERT, JEAN-CLAUDE. The Social Sciences As An Aid in Fundamental Education. *Fundamental and Adult Education*, 9: 144-149, October 1956.

Discusses the important part motivation can play in community development and adult education. The teacher-reader will benefit from discussion of

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the following topics: Fundamental education group attitudes and human relations; and social integration and change of scale, that is, break-up of the tribe and formation of specific groups; and change in the forms of social control.

READ, MARGARET. Common Ground in Community Development Experiments. *Community Development Bulletin*, 2:41-66, June 1951.

Analyzes common elements inherent in community development programs in various settings and environments.

SANCHEZ, GEORGE I. *Forgotten People*. Albuquerque: The University of New Mexico Press, 1940. 78 p.

Chapter 6, Education, indicates illiteracy rates in New Mexico as of 1940 covering the Indian and non-Indian population of the State of New Mexico.

SARASAN, SEYMOUR B., and GLADWIN, THOMAS. Psychological and Cultural Problems in Mental Subnormality: A Review of Research. *American Journal of Mental Deficiency* 62:1114-1307, May 1953.

In Section II, *The Uneducated*, the authors of this important study describe several aspects of the problem of illiteracy and its effect upon military requirements during World War II. Reports some observations on the "rate of learning" among illiterate and semi-literate inductees. Available as Genetic Psychology Monograph 1957-1958, (p. 3-290).

Schools and General Social and Political Conditions. *Elementary School Journal*, 25:170-171, November 1924.

Tells how many Governments of the

world during the 1920's and immediately before, sought to build up their foundations by reducing illiteracy "wherever political unity and financial means would permit."

SEIDENFELD, M. A. Training Linguistically Handicapped and Mentally Limited Personnel in the Military Service. *Journal of Educational Psychology*, 34:26-34, January 1943.

Describes educational problems which were of special concern to the Army (and methods of dealing with them) at the time that Special Training Units were operating to train illiterate and/or marginal soldiers. These groups were identified, classified, and instructed: English-speaking illiterate and semi-literate; non-English speaking men (literate in their own language); non-English speaking, illiterate in their native tongue as well as English; literate men whose capacity to absorb instruction is less than that required in regular training units; and physically handicapped men, acceptable for military duty.

SIVERSTEN, DAGFINN. Activities of Social Science Students in a Fundamental Education Training Scheme. *Fundamental and Adult Education* 7, 3:103-108, July 1955.

An account of the work of some social scientists in a fundamental education training situation. Traces experiences of workers in a group-training scheme organized for the purpose of training an international group for specialist service in fundamental education and technical assistance.

Teaching Adults To Read and Write. *Fundamental and Adult Education*, 9:9-13, January 1957.

Summarizes the main conclusions of the William S. Gray report of the

4-year research effort published in *Methods of Teaching Reading and Writing: An International Survey*, Monographs on Fundamental Education, X, Paris: UNESCO 1956.

THOMPSON, SAMUEL H. Unemployment, Income and Age. *Personnel and Guidance Journal*, 35, 6:277-383, February 1957.

Tells the well known story: Education pays. Indicates the relationship of educational level, income, and unemployment rates among male civilian workers. Emphasizes the economic and social urgency of furnishing basic educational opportunities beyond elementary school for all people.

UNESCO. Research in Education: A Directory of Organizations, Bibliographical Materials and Periodicals. *Education Abstracts*, 9:1-34, February 1957.

This list of primary sources of information about education is intended to extend and improve communications among research workers. Part A lists research organizations and institutions; Part B, bibliographies and reference materials reporting research findings or listing theses and dissertations; and Part C, periodicals. The arrangement is alphabetical for the 44 countries represented.

U.S. DEPARTMENT OF THE ARMY, Adjutant General's Office. Orientation of Linguistically Handicapped and Mentally Limited Personnel in the Army. *Adult Education Bulletin*, 7:80-81, February 1943.

Describes some methods and materials used in orientation programs for mentally limited and linguistically handicapped men entering the Army. Indicates how practical aspects of mili-

tary courtesy, personal hygiene, safeguarding military information and other fundamentals were interpreted in elementary language to these men.

U.S. DEPARTMENT OF THE INTERIOR, Works Progress Administration, Technical Series.

Listed below is a series of documents produced as part of the WPA project on the development of aids to literacy workers engaged in the preparation of adult education reading materials. These documents are out of print but are available for review at The National Archives and Records Service, Interior Branch, Indian Records, under the following titles:

1. *Preparation of Reading Materials for Adult Education in the Foundation Fields*. Includes a vocabulary list. WPA Technical Series, Education Circular No. 10. Washington: The Administration, Dec. 30, 1938. Processed.
2. *Graded Word List for the Preparation of Reading Materials for Adult Education in the Foundation Fields*. WPA Technical Series, Education Circular No. 10, Supplement. No. 1. Washington: The Administration, 1938. Processed.
3. *Aids to Teachers of Literacy, Naturalization, and Elementary Subjects for Adults*. WPA Technical Series, Education Circular No. 5. Washington: The Administration, 1938. Processed.
4. *A List of Free and Inexpensive Teaching Materials*. WPA Technical series No. 8. Education Program No. 3. Washington: The Administration. 1940. Processed.
5. *A List of Sources of Foundation and Illiteracy Aids for Teachers of Adults*. WPA Technical Series No. 3, Education Program No. 1. Washington: The Administration, 1940. Processed.

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VELIT, CARLOS. The Educational and Social Problem of Illiteracy. *Fundamental and Adult Education*, 10, 4:167-171, 1958.

The author indicates that "very often an adult is illiterate because the circumstances of his life have never required of him literacy." Stresses the fact that when the illiterate has been taught to read and write and yet his primitive living conditions are left unchanged, he may relapse into illiteracy or require a degree of understanding carrying with it a purely nominal extension of his horizon.

WILSON, MEREDITH C., and GALLUP, GLADYS. *Extension Teaching Methods and Other Factors That Influence Adoption of Agricultural and Home Economics Practices*. Extension Service Circular 495. August 1955. Washington: U.S. Department of Agriculture, Federal Extension Service, 1955.

Reports findings pertaining to the adoption of extension service practices among farmers and homemakers. Detailed information indicates age and previous educational training of the learner; size of farm, tenure, and location of farm or home; socioeconomic status of the farmer and homemaker; contact with extension workers; and other factors such as race, nationality, religion, employment of married women, and communication and transportation facilities available. Says the degree to which adults expose themselves to extension sources of agricultural and

home economics information "is likely to be proportionate to their educational training when young . . . further evidence of the influence of motivation upon learning."

WITTY, PAUL. Principles of Learning Derived From the Results of the Army's Program for Illiterate and Non-English Speaking Men. *Adult Education Bulletin*, 11:131-136, June 1947.

Reports how the Army, by applying established principles of education, succeeded in developing an efficient program where the average illiterate inductee or non-English speaking man could acquire in 8 weeks time the "basic academic skill needed in Army life."

YOUNG, MILTON ABRAHAM. Academic Requirements of Jobs Held by the Educable Mentally Retarded in the State of Connecticut. *American Journal of Mental Deficiency*, 62:792-802, March 1958.

Based upon an analysis of 118 jobs, a job analysis sheet was prepared, tested, and applied to determine the specific academic requirements of jobs that educable mentally retarded individuals hold or have held in the State of Connecticut. It was determined that these academic requirements might include reading, mathematics, writing, spelling, oral language, and trade vocabulary. Recommends further research in the area of social requirements of jobs held by this group and for effective family and community living.

SECTION III.

Literacy Education Programs Abroad

THE LAG in educational leadership development and in the production of reading materials for new literates has had a serious effect upon the present status of literacy education abroad. In many areas of the world, book publishing is not a major industry as it is in most Western countries. Moreover, there are few literary agencies in these areas to search for authors or potential authors, and large organizations do not exist which specialize in certain aspects of book manufacturing such as block-making, typography, printing, and binding. More broadly stated, some researchers indicate an urgent need for accelerating the development of reading materials for new literates. Others suggest that a lag in literacy education abroad will continue until there is an increase in leadership training and an upsurge in the production of reading materials. They suggest that this upsurge be accompanied by adequate warehouse services, specialization in book promotion, book review and specialized trade services for newspapers, magazines, book stores and for others normally concerned with reading audiences.

Since World War II, the eradication of illiteracy has been a matter of great concern to many governments and has inspired much imaginative and devoted effort by individuals and by public and voluntary organizations. As new teaching techniques and methods have been developed, the whole concept of literacy has changed. The teaching of literacy skills is now understood as only one stage in the process of assisting illiterate persons to take their full place in the affairs of their community and country. In the forefront of this advance have been both community development and literacy education programs supported by UNESCO and by the International Cooperation Administration of the United States Government. References in Part I of this section will serve as a general guide to background readings on literacy education programs overseas, including technical and cooperative assistance efforts.

The United Nations regional concept of literacy training and production of materials was adopted in 1947. UNESCO has developed

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fundamental education centers which serve not one but several countries in the same geographical area. For example, some international organizations such as the Pan American Union have developed materials which have found mutual acceptance and use in different countries and regions. The regional idea supports the claim that real economy in staff and money expenditures can be effected through consolidation of efforts. Some of the general references in Part II, Regional Programs Abroad, concern projects relating to the kind of consolidated efforts referred to above.

Part 1—General Background Readings Including References on Technical Assistance

ABEL, JAMES FREDERICK, and BOND, NORMAN J. *Illiteracy in the Several Countries of the World*. U.S. Department of Interior, Bureau of Education, Washington: U.S. Government Printing Office, Bulletin No. 4, 1929. 68 p.

Indicates the status of illiteracy in the several countries of the world around the late 1920's.

Aiding Underdeveloped Areas Abroad. Halford L. Hoskins, ed., March 1950 issue. *The Annals of the American Academy of Political and Social Science*. Vol. 268. March 1950.

This issue of the *Annals* examines some of the circumstances under which the Point Four Program makes available "benefits of our scientific advances and industrial progress for the improvement and growth of underdeveloped areas"—in the words of President Truman on January 20, 1949. Separate articles describe the geographical areas of underdevelopment, political areas of underdevelopment and spells out the concept of personal freedom and happiness for mankind.

AMERICAN COUNCIL FOR NATIONALITIES SERVICE. *Americans Abroad: Spokesmen for the United States*. New York: The Council, 1959, 48 p.

Prepared to help Americans representing the United States in overseas positions or in nonofficial situations abroad. Brings together a number of questions often asked abroad about U.S. policies, about attitudes of the tourist, student, serviceman, business-

man, or any other American outside the U.S.A. In view of the increased attention being given to the role of the American educator abroad, this pamphlet should be useful to those engaged in adult education.

BATTEN, T. R. *Communities and Their Development: An Introductory Study With Special Reference to the Tropics*. London: Oxford University Press, 1957. 248 p.

Chapter X, *Making People Literate*, emphasizes procedures for conducting mass literacy campaigns and discusses the pros and cons of group learning vs. individual methods of adult literacy work. Chapter XII, *Selecting and Training the Worker*, emphasizes the need for demonstration of what trainees can do and the provision for practice in doing it.

BINGHAM, JONATHAN B. *Shirt-Sleeve Diplomacy: Point Four in Action*. New York: The John Day Co., Inc., 1953, 303 p.

Emphasizes the role of American "spokesmen" for the United States overseas. Stresses the necessity for efficiency and long-range planning in the accomplishment of various missions (some would be educational in nature) under the widely publicized Point Four Program.

BRICE, EDWARD W. *Education in the New Free Societies*. In *Education and the State*. The Martin Brumbaugh Lectures in Foundations of Education, 1959. Frederick C. Gruber, ed. 4th Series. Philadelphia: The Uni-

versity of Pennsylvania Press, 1960, p. 21-46.

Describes educational developments in some of the emerging free societies of Africa and Asia, emphasizing the need for basic literacy skills in all of the underdeveloped countries. Discusses the various technical assistance programs in which the United States is engaged jointly with the people of the host countries.

BURT, CYRIL. The Education of Illiterate Adults. *British Journal of Educational Psychology*, 15: 20-27, February 1945.

Discusses illiteracy, its causes and remedies. Describes some materials and methods suitable for teaching illiterate adults.

CLIFT, V. A. American Aid to Education in Foreign Lands: Some Observations. *Journal of Educational Sociology*, 29:62-8, October 1955.

Discussion of educational projects abroad made possible through mutual agreement between this country and a number of foreign governments.

COLLIGAN, FRANCIS J. Twenty Years After: Two Decades of Government-Sponsored Cultural Relations. *The Department of State Bulletin*, 39:995: 112-119, July 21, 1958.

Discusses specific types of activities and patterns which have characterized our international cultural programs for the past 20 years—information services; educational exchange service (in cooperation with other nations in the interchange of persons, knowledge and skills); technical and other services; interchange of developments in fields of education, the arts, and science; and nongovernmental cultural activities.

COLOMBIAN, MAURICE. *Co-operatives and Fundamental Education*. Monographs on Fundamental Education, II. Paris: UNESCO, 1950. 171 p.

Describes some centers for the teaching of cooperation. Concludes that any program of fundamental and adult education among backward or underprivileged communities is inevitably difficult and complex when the goal is to educate the poor, the hungry, the ignorant, the sick, and the "resigned."

The Community Development Guidelines of the International Cooperation Administration. *Community Development Review*, p. 3-6, December 1956.

An official statement sent to ICA Operation Missions in October 1956.

CONNELLY, CAROL L., compiler. *Resource Handbook*. New York: American Association for the United Nations, 1957. 19 p.

Includes bibliographies of books, games, music, and program aids for teaching about the UN and international understanding for kindergarten level through college, and for adults.

CRAMER, JOHN FRANCIS, and BROWNE, GEORGE S. Willard B. Spaulding, ed. *Contemporary Education: A Comparative Study of National Systems*. New York: Harcourt Brace and Co., 1956, p. 553-575.

Chapter 19, *Some Notable Achievements in Adult Education*, describes four of the more interesting and significant programs to show something of the work that is going on along different frontiers of education in the adult field. They are (1) the folk high school; (2) the Antigonish Movement;

(3) the Workers' Educational Association; and (4) university extension in the United States.

Cross-Cultural Factors in Education of Underdeveloped Regions. *The Journal of Educational Sociology*, 29:273-320, March 1956.

Five articles plus a note excerpted from a UNESCO publication form this special issue. Examines the role of education in closing the gap between technologically advanced and less developed cultures.

The Definition and Measurement of Literacy. *Fundamental and Adult Education*, 9:3-8, January 1957.

Information available on literacy work among adults reportedly permits few universally valid conclusions. Discusses information gathering methods, determining level of literacy, fitting test content to adults and their culture, and deciding upon age groupings.

DOBINSON, C. H. Fundamental Education. *British Journal of Educational Psychology*, 1:121-130, May 1953.

Describes the importance of bringing foundation skills to people in economically underdeveloped areas of the world. Defines fundamental education and the UNESCO program in this field, first described in 1949.

EVANS, LUTHER H. The Human Side of Progress. *UNESCO Courier*, April 1956, p. 12-14.

Article introduces such subjects as need for overcoming resistance to technical assistance on the part of unindustrialized communities, the role of the school and of trained leaders as intermediaries between old and new cultures, and the goal of preserving the old culture as much as is possible.

Experts in Shirtsleeves. *United States National Commission for UNESCO Newsletter*. Oct. 25, 1957, p. 2.

Describes general operating programs or projects functioning under the United Nations Technical Assistance Program. Of the 120 UNESCO projects reported many are educational in nature and operate mainly in Africa, Latin America, the Middle East, and Southeast Asia. Buildings, services, and manpower are contributed by the host countries.

FAIRCHILD, MILDRED L., and KENNETH D. WANN. The Educational Consultant in Another Culture. *The Teachers College Record*, 57:438-448, April 1956.

These consultants to the Royal Afghan Ministry of Education in 1954-1955, under International Cooperation Administration sponsorship, discuss the importance of attitude and of planning for such an assignment. They maintain that the consultant should avoid the "feeling of going to underprivileged people" and strive to help build an educational program that will contribute toward advancing culture, rather than attempting to transplant American education.

FEDERAL SECURITY AGENCY. Office of Education. *Fundamental Education*. Bulletin, 1948, No. 13. Washington: U.S. Government Printing Office, 1948. 28 p.

Describes the elements of UNESCO's plan for fundamental education. Adult education and literacy campaigns are considered to be only two of several other essential elements of fundamental education such as education for women and girls, health education, language problems and language teaching, and religious and moral education.

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Food and Agriculture Organization of the United Nations. *The State of Food and Agriculture 1959*. (Document C 59/7). Rome: The Organization, 1959. 197 p.

Indicates percentages of illiteracy in rural and urban populations of selected countries (pages 112-113).

FOREIGN OPERATIONS ADMINISTRATION (now International Cooperation Administration). *A Selected Bibliography on Community Development*. Washington: The Administration, 1955. 22 p.

Selected annotated bibliography includes books, articles, and documents published during 1947-55. It contains references on community development efforts in native settings in Africa, Brazil, Chile, Haiti, Mexico, United States, China, India, Ceylon, South Pacific, Greece, Italy, Middle East, Egypt, Iraq, and other areas.

GIBSON, RAYMOND C. *Point IV Missions in Education*. Higher Education, 9:158-159, March 1, 1953.

Outlines the ways in which technical assistance in education may be offered to countries overseas including advice and financial assistance; demonstration projects; and training foreign technicians in the United States. Indicates personnel selection procedures in effect in 1953 and outlines principal areas of specialization in which American educators usually serve including adult education.

GRAY, WILLIAM S. *Fundamental Education for All Peoples*. *Elementary School Journal*, 48: 464-466, May 1948.

Discusses the challenging task in

fundamental education undertaken by UNESCO.

HOSKINS, HALFORD L. *Aiding Underdeveloped Areas Abroad*. *Annals of the American Academy of Political and Social Sciences*, 268:1-187, March 1950.

Special issue emphasizing the widespread attention given to the Point Four Program. Nineteen separate articles are placed under the following section headings: Means to Desired Ends; Geographical Areas of Underdevelopment; Political Areas of Underdevelopment and the Balance Sheet.

HOULE, CYRIL O. *Libraries in Adult and Fundamental Education*. The Report of the Malmö Seminar. UNESCO, Public Library Manuals, 4. Paris: UNESCO, 1951. 179 p.

Attention is called to Chapter 14, The Establishment of Library Services As An Aid to Adult Education in Under-Developed Regions. (p. 103-144).

INTERNATIONAL COOPERATION ADMINISTRATION. *Technical Cooperation Through American Universities*. Washington: The Administration, February 1957. 40 p.

Describes one aspect of the United States technical cooperation programs relating to expansion of educational facilities in certain fields, establishment of an agricultural extension service, and personnel training in technical fields. Indicates contracts covered in 38 countries involving some 54 universities at the close of 1956.

———. *Working with People: Examples of United States Technical Assistance*, Department of

State Publication 6760, Economic Cooperation Series 49. Washington: The Administration, 1959. 17 p.

Pamphlet relates how, through technical assistance efforts, the United States helps underdeveloped countries acquire skills and knowledge they need to plan and carry out sound programs for their economic development.

———. *Technical Cooperation in Education*. Washington: The Administration, March 1956. 20 p.

Indicates ways in which technical cooperation programs between the United States and dozens of other countries and territories bring about an exchange of skills and advanced knowledge in education, agriculture, health, industry, communications, and many other fields, all of which are producing impressive results. Common problems were found to be illiteracy, lack of skills, dearth of teachers, need for curriculum changes, and teaching methods and practices.

———. *ICA Fact Sheet*. Washington: The Administration, 1955. 6 p.

Leaflet outlines the major functions of ICA, gives historical data and aims of mutual security programs.

———. Office of Public Reports. *Technical Cooperation: A Report on How the United States and More Than 50 Nations of the Free World Today Are Combining Their Skills And Knowledge To Benefit Many Millions of People*. Washington: U.S. Government Printing Office, February 1957. Revised 1958. 37 p.

Discusses United States contributions in technical cooperation with other countries in supplying technical specialists, training either in the United States

or in a third country, and in furnishing technical information through audio-visual media. Gains in specific fields are cited.

KING, CLARENCE. *Working With People in Small Communities*. New York: Harper and Brothers, 1958. 130 p.

Intended for community leaders, social workers, and agency personnel working in underdeveloped areas at home and abroad. Case histories relate how small communities in many parts of the world organize and develop their communities, combat illiteracy, disease, and economic depression in dissimilar areas such as Korea, Mexico, India, Egypt, Greece, Nigeria, Thailand, New Zealand, and New England.

LEWIS, L. J. ed. *Perspectives in Mass Education and Community Development*. London: Thomas Nelson & Sons, 1955. 101 p.

A collection of papers which resulted from a 10-day course on mass education and community development, organized by the University college of the Gold Coast Institute of Education on behalf of the Department of Social Welfare and Community Development. Papers cover theory and practice of mass education and community development, adult learning, the need for efficient technical assistance, literacy teaching in village community work, and how resources and the time factor influence community development.

LIU, BANGNEE A. Is World Illiteracy on the Increase? *The Unesco Courier*, 11, 3:4-9, March 1958.

Asks the important question: Is the world's illiterate population increasing in spite of the remarkable progress made in many countries towards the goal of universal primary education? Discusses literacy as a "flexible" con-

cept that can be stretched to cover all levels of ability from the absolute minimum—to write one's own name, for example—to an undetermined maximum.

MCCLELLAN, HAROLD C. The Technical Assistance Program. *Institute of International Education News Bulletin*, 31:2-7, December 1955.

Indicates ways in which exchanges of technical information differ between the American continent and Europe when compared with exchanges between the American continent and other areas of the world where levels of literacy and education are all different. Sees technical assistance with its opportunities to increase international understanding as a means of cultivating the seeds of peace through American leadership.

MASON, EDWARD S. *Economic Planning in Underdeveloped Area: Government and Business*. The Miller Lectures, No. 2, 1958. New York: Fordham University Press, 1958. 87 p.

Lectures developed for the purpose of helping the reader "better understand and appreciate the different policy paths the underdeveloped nations are following in their attempts to achieve improvement" and . . . "to help us (the Western Nations) frame more intelligent and realistic policies, both public and private, in dealing with the problem of development in the underdeveloped areas."

MEDARY, MARJORIE. *Each One Teach One: Frank Laubach, Friend to Millions*. New York: Longmans, Green and Co., 1954. 227 p.

The story of Dr. Laubach's missionary campaigns for literacy in many parts of the world.

PEERS, ROBERT. *Adult Education: A Comparative Study*. London: Routledge and Kegan Paul, 1958. 365 p.

Chapter 15, *Adult Education in Underdeveloped Countries* (p. 313-331) indicates illiteracy rates in Africa and India; in British colonies and protectorates; in some South American countries; and in many other major regions of the world.

READ, MARGARET. The Contribution of Social Anthropologists to Educational Problems in Underdeveloped Territories, Part I. *Fundamental and Adult Education*, 7, 2:74-79, April 1955.

The first in a series of two articles by the author outlines the present state of anthropological studies relevant to educational work in isolated areas where more complete knowledge is needed. Discusses the following topics: Modern situations and cross cultural studies; modern education as a form of culture change; and some leading problems of culture change.

———. The Contribution of Social Anthropologists to Educational Problems in Underdeveloped Territories, Part II. *Fundamental and Adult Education* 7, 3:98-103, July 1955.

Describes the impact of social change upon tribal societies and the shifts they have made from time to time to adjust their way of living to some new condition. The author suggests that the educator (often ignorant of the work of anthropologists in underdeveloped countries) has found the process of teaching and of multiplying schools all-absorbing and often has not "paused to consider the social and economic setting of the schools and people who must make difficult adjustments to a changing en-

vironment." Says the Maori, the Malays, the Mexicans and the Africans are beginning to ask "whether Western schooling must necessarily exclude all their own cultural traditions, while at the same time seeking by its means to effect a satisfactory transfer into a modern economic system."

The Role of Voluntary Agencies in Technical Assistance. New York: American Council of Voluntary Agencies for Foreign Service, Inc. Not dated. 176 p.

A source of reference on various important aspects of technical assistance programs conducted under voluntary agency, governmental, and intergovernmental auspices in the areas of agriculture, fundamental education, and health.

SHANNON, LYLE W. *Underdeveloped Areas: A Book of Readings and Research.* New York: Harper and Brothers, 1957. 496 p.

Collection of articles selected from some 200 professional or scholarly journals covering communications, mass media, education, and technical assistance.

STABLER, JOHN B. TCA and MSA Training Programs. *Higher Education*, 9:156-157, Mar. 1, 1953.

Describes Technical Cooperation Administration and Mutual Security Administration procedures in effect in 1953 involving the training of foreign technicians.

Trends in World Education. *Phi Delta Kappan*, 37:377-448, June 1956.

This issue, and the June issues of 1954 and 1955, are devoted to aspects of education in various parts of the world. Treats the following subjects:

Literacy, secondary and higher education, teachers, and world educational trends.

UNESCO. *Basic Facts and Figures: International Statistics Relating to Education, Culture, and Mass Communication.* Paris: UNESCO, 1958. 142 p.

Stresses population and illiteracy census data by continents and regions with sections devoted to primary and secondary education, teacher training, higher education, public expenditures on education, libraries and museums, book production, daily newspapers, paper consumption, films, radio broadcasting, and television.

———. *The Community School: Its Significance for Fundamental Education Programmes.* By Gerardo Flores. *Education Abstracts* 7, 3:1-25, March 1955.

Illustrates the importance of the community school in underdeveloped areas—as a form of fundamental education. Includes examples from a wide range of countries. Refers to some sociological studies which have "a bearing on the subject."

———. *Cooperatives and Fundamental Education.* Publication No. 632. By Maurice Colombain. Paris: UNESCO, 1950. 171 p.

Describes cooperative experiments in regions of the world "where the need for fundamental and adult education is most felt." Discusses center programs in Canada, China, Great Britain, India, Poland, Sweden, Switzerland, and the United States.

———. Department of Mass Communication. *Reports and Papers on Mass Communication.* *Current Mass Communication Re-*

search—I. Paris: UNESCO Clearing House, 1957. 60 p.

Part I is a register of mass communication research projects classified by country under the institution and the individual researcher. Part II is a bibliography of books and articles published in the field since January 1, 1955 including those on the press, film, radio, and television.

———. *Fundamental Education: Common Ground For All People.* Report of a Special Committee to the Preparatory Commission of the United Nations Educational Scientific and Cultural Organization; Paris, 1946. New York: The MacMillan Co., 1947. 325 p.

Describes fundamental education as an essential part of the wider and fuller human understanding to which UNESCO is dedicated. Cites noteworthy examples of successes.

———. *Inter-American Seminar on Illiteracy and Adult Education.* Summary Report. Occasional Papers in Education, No. 1. Paris: UNESCO, Education Clearing House, May 1950. 41 p.

Includes working group reports on the following headings: Documentation and Statistics; Organization of Campaigns Against Illiteracy; Objectives, Methods and Materials for Literacy Teaching; the Primary School and Illiteracy; and Literacy and Adult Education.

———. *The Kinescope and Adult Education,* by Joffre Dumaszedier and Barbara Sylwan. Reports and Papers on Mass Communication, UNESCO, 1958. 40 p.

Discusses new uses of the kinescope in underdeveloped countries.

———. *Learn and Live: A Way Out of Ignorance for 1,200,000,000 People.* Paris: UNESCO, 1951. 32 p.

Sees the problem of illiteracy as an "unjust frontier that divides those who can read from those who cannot." Emphasizes urgency for waging battle for fundamental education—a battle for which many countries are, at present, "ill-equipped."

———. Long Range Educational Planning. *Education Abstracts*, 9:1-19, September 1957.

Part I describes plans and programs in education sponsored by Afghanistan, Brunei, Ethiopia, Fiji, Maritius, Morocco, Pakistan, Puerto Rico, Singapore, Somaliland, Tanganyika, Uganda, and USSR. Sections in Part 2 relates long-range social and economic development plans in Aden, Belgian Congo, British Guiana, British Honduras, Ceylon, China (mainland), India, Jamaica, Kenya, the Netherlands, New Guinea, Nigeria, Ruanda-Urundi, and Sarawak.

———. *Progress of Literacy in Various Countries.* Monographs on Fundamental Education—VI. Paris: UNESCO, 1953. 224 p.

A preliminary statistical study of available census data since 1900. Reports results of a study of illiteracy in 26 countries. Should be of great value to those engaged in the study of literacy rates and the effort being made to achieve progress in this field.

———. *Radio in Fundamental Education.* By Grenfell J. Williams. Paris: UNESCO, 1950. (Reprinted 1953). 151 p.

Tells how radio has been used as the "magic means" of bringing the "peoples of the earth" together and of carrying education to illiterate masses.

sented in two parts as follows: Part I: Some Experience in Radio for Underdeveloped areas; and Part II: Aims and Techniques.

———. *Report on Fundamental Education: From April 1951 to July 1952*. Extract from the Report of the Director-General, presented to the General Conference at its Seventh Session, Paris, November-December 1952. Paris: UNESCO. 1952. 32 p.

Emphasizes illiteracy as only one of the many problems fundamental education aims to solve. Outlines and discusses the UN concept of fundamental education as it touches problems in social welfare, agricultural extension, nutrition, standards of health, and the development of technical skills and skilled manpower.

———. The Scope and Nature of Fundamental education. *Fundamental and Adult Education*, 9:51-59, April 1957.

Reports a survey of programs in various countries in 1956 to determine the scope of community development and of fundamental education. Describes community development as a cooperative process between governmental authorities for the participation of the people themselves to improve their level of living.

———. Technical Assistance: Great Hope of the 20th Century. *UNESCO Courier*, 9:9-11, April 1956.

A world map showing locations of United Nations Technical Assistance in teacher training, science teaching, technical education, vocational training, and fundamental education. Points up worldwide desire for this help, and its variety, scope, emphasis, and future.

———. UNESCO and the Development of Education. *UNESCO Chronicle*, 2:247-250, August-September 1956.

Summary of UNESCO's annual report for 1955-56 to the United Nations Economic and Social Council. Contents: Improvement of Educational Systems; *Fundamental Education* and Community Development; and Interdependence of Economic, Social, and Cultural Phenomena.

———. *The Use of Mobile Cinema and Radio Vans in Fundamental Education*, by Film Centre, London. Paris: UNESCO, 1949. 192 p.

One of a UNESCO series of studies devoted to specific problems of mass communications. This study is devoted to a discussion of a survey of the use of mobile cinema and radio vans in fundamental education work. It places special emphasis upon countries with a high proportion of illiteracy where vans often serve areas that have no theatres or electric main supply.

———. *The Use of Vernacular Languages in Education*. Monographs on Fundamental Education—VIII. Paris: UNESCO, 1953. 56 p.

Chapter I, a Continental Survey of Vernacular Languages and Their Use in Education, provides important information relative to the number of classification of languages spoken, by continents as follows: Africa; The American Continents; Asia and the Pacific; and Europe, including the U.S.S.R. Includes case histories.

———. *Visual Aids in Fundamental Education and Community Development*, by Romesh Thaper. Report on the UNESCO

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Regional Seminar in South and Southeast Asia held in New Delhi, India, Sept. 8-27, 1958. Paris: UNESCO, 1959. 36 p.

Reports results of a study of forms of communication and how and where they might be utilized and revitalized for the good of underdeveloped areas (where often the spoken word and certain visual symbols are the only means of expression and communication).

———. *World Illiteracy at Mid-Century: A Statistical Study*. Monographs on Fundamental Education, XI. Paris: UNESCO, 1957. 200 p.

A first systematic survey of illiteracy on a worldwide scale completed by an international organization. Discusses the magnitude of the illiteracy problem. Gives literacy figures, describes methods of counting illiterates and the extent of illiteracy by countries. Compares illiteracy and school enrollments, national income, and urban industrialization.

THE UNESCO COURIER, March 1958, No. 3.

This issue contains several important articles on illiteracy under the following topics: Is Illiteracy on the Increase? by Bangnee A. Liu; History's Largest Literacy Campaign, by Serafima Liubimova; An Illiterate in Paris, by Marguerite Duras; The Man Who Taught His Nation to Read, by J. Alun Thomas; Books for the New Reading Public, by J. E. Morpurgo.

UNITED NATIONS. Technical Assistance Board. *Economic Commission for Latin America Information Paper on Technical Assistance Provided to Countries and Territories of The Economic*

Commission for the Latin American Region Under the Expanded Programme. 8th Session. Panama City, Panama: The Commission, May 1959. 26 p. Processed.

A review of the 1958 program indicating assistance rendered in fundamental education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, Office of Education. *Education for Better Living: The Role of the School in Community Improvement: Education Around the World Yearbook No. 1*. Bulletin 1956, No. 9. Washington: U.S. Government Printing Office, 1957. 339 p.

Outlines role of the school in assuming or mobilizing leadership in community programs. Twenty-five articles by educators from several countries cover community schools, adult education, leadership training, preparation of instructional materials, and education and cultural change. Describes programs in Bolivia, Ethiopia, Federal Republic of Germany, India, Iran, Peru, the Philippines, Taiwan, Thailand, and the United States.

U.S. DEPARTMENT OF STATE, Bureau of Public Affairs. *Coordination of the Educational Exchange Program of IES, Exchange Aspects of the Technical Training Activities of ICA, and Certain Cultural Activities of USIA: Report of the Cultural Planning and Coordination Staff, July 1956—June 1957*. Washington: The Department, December 1957. 11 p.

Report relates to exchange leadership, training, and cultural activities under U.S. legislation. Indicates aspects

of programs requiring coordination, action taken, problems, and conclusions. Shows 1957 International Cooperation Administration training programs by country and fields, fields of operation of certain private organizations in 1956, and multilateral technical assistance programs by country and agency.

U.S. NATIONAL COMMISSION FOR UNESCO. *A Selected Bibliography of Books, Films, Film-slides, Records, and Exhibitions about Asia*. Washington: U.S. Government Printing Office, 1957. 47 p.

Provides a sampling of readily available materials for use in illustrating educational programs in Asia.

VIET, JEAN. *Assistance to Underdeveloped Countries*. UNESCO Reports and Papers in the Social Sciences, No. 8. Paris: UNESCO, 1957. 83 p.

Bibliography relating to problems of countries and organizations supplying technical assistance to underdeveloped countries.

WILLIAMS, GRENFELL J. *Radio in Fundamental Education*. Paris:

UNESCO, 1950. Reprinted 1953. 151 p.

Tells how radio has been used to bring education to the illiterate masses in the past 25 years. Presented in two parts: Part I, Some Experiences in Radio for Underdeveloped Areas; and Part II, Aims and Techniques.

WISE, COLIN G. Plantation Literacy Classes. *Overseas Education*, 31, 3:112-119, October 1959.

Stresses the importance of "timing" in literacy education. Recommends that the literacy course be confined to the minimum standard necessary to produce permanent literacy. This article is the second and last of the series begun in the July 1959 issue.

Youth and Fundamental Education, Volume 10, 1958.

Of interest to literacy teachers in this issue are the following articles: Training of Youth Leaders for Work in Fundamental Education, by Alex G. Dickson; Youth Activities in Southern Italy, by Antonio Cortese; Fundamental Education and Youth Problems in Cambodia, by Mariella Tabellini; and Adult Education Programs in Czechoslovakia, by the Czechoslovak National Commission for UNESCO.

Part 2—Regional Programs Abroad: Some Selected References

AFRICA AND THE NEAR EAST

General Information

ALLEN, H. B. *Rural Reconstruction in Action: Experience in the Near and Middle East*. Ithaca, N.Y.: Cornell University Press, 1953. 204 p.

Includes case histories of projects in various areas of community development in Iran, Greece, Syria, Lebanon, Eritrea, Macedonia, Albania, Cyprus, and Palestine. Covers farming, health, illiteracy, home life, and development of leadership.

ASHTON, ETHEL O. *Swahili Grammar, Including Intonation*. London: New York: Longmans Green 1944, 398 p.

One of the texts available on the Swahili language. It has become the lingua franca of the East African coast and some knowledge of it (it is suggested) is helpful to anyone having to do with natives. The standard dictionary is that of the Inter-Territorial Language (Swahili) Committee of the East African Dependencies, *Standard Swahili-English Dictionary* (London) Oxford University Press, 1939, 548 p.

BRICE, EDWARD W. *Education in the New Free Societies*. In *Education and The State. The Martin Brumbaugh Lectures in Foundations of Education*, 1959, Frederick C. Gruber, ed. Fourth Series. Philadelphia: The University of Pennsylvania Press, 1960, p. 21-46.

Describes educational developments in some of the emerging free societies of Africa and Asia emphasizing the need

for basic literacy skills in all of the underdeveloped countries. Discusses the magnitude of the existing teacher shortage and its limitation on the provision of educational opportunities for an increasingly large number of people who seek them. Describes the various technical assistance programs in which the United States is engaged jointly with the people of the host countries.

Education in the Middle East. *Institute of International Education News Bulletin*, 31:1-60, May 1956.

This special issue contains several articles on education in many countries of the Middle and Far East. Discusses the role and contributions of foreign assistance.

ELVIN, LIONEL. *Education and Community Development: Some Recent Trends in Africa. Fundamental and Adult Education*, 9:59-66, April 1957. No. 2

Discusses fundamental education as it relates to community development. Indicates the place of the literacy class which is effectively utilized only when it leads on to village development of all kinds.

GILLE, E. *Lutte Contre L'Alphabetisme et Education Populaire au Congo Belge*. (A Number of Theories Concerning Fundamental Education in the Belgian Congo). Symposium on Popular Education/Symposium Sur L'Education Populaire, Leiden, 1952, p. 1-20. Leiden: Universitaire Pers, 1953. 183 p.

Outlines a number of theories concerning fundamental education. Gives a brief idea of the results obtained in the literacy campaign in the Belgian Congo (up to 1952). Contains details concerning the institutions and departments in the Belgian Congo engaged in educational work and particulars of reading material for Congolese (text-books, newspapers, and periodicals).

Great Britain Colonial Office Advisory Committee on Education in the Colonies. *Mass Education in African Society*. C. M. Cox, Chairman. London: His Majesty's Stationery Office, 1943. 63 p.

A brief section on reading matter for literacy campaigns (p. 60-62) indicates the persistent nature of the problem.

INGRAMS, WILLIAM H. *Zanzibar, Its History and People*. London: Witherby, 1931, 527 p.

Described by a Library of Congress bibliographer as "the most complete, authoritative history of Zanzibar." The author—an expert on the Arab World as an official at Zanzibar from 1919 through 1927. The level of literacy among the natives forms a thread of continuity in his descriptions of the country, its people, and way of life.

LIBRARY OF CONGRESS, European Affairs Division. *Introduction to Africa: A Selective Guide to Background Reading*. Washington: The University Press of Washington, 1952. 237 p.

A bibliography of references selected to illustrate the different aspects of Africa, her people, and way of life. Almost without exception the references are in the Library of Congress collections. Annotations written to explain "issues rather than books" and to re-

late individual writings to a basic understanding of each country.

———. Reference Department. *Research and Information on Africa: Continuing Sources*. Washington: U.S. Government Printing Office, 1954. 70 p.

Reports results of a continuing survey of organizations and sources that publish regularly on African questions and of periodicals devoted in whole or consistent part to discussion of Africa. Serves the purposes of research and scholarship, indicating publications offering information to the general reader and specialized interests such as the missionary, and business and educational groups.

LITTLE, KENNETH L. *Social Change and Social Class in the Sierra Leone Protectorate*. *American Journal of Sociology*, 54:10-21, July 1948.

Gives brief attention to the "literate native" who does read and write but who works as a lower-paid employee and artisan and to the "illiterate native" who continues to rely upon old tribal patterns and remains at the bottom of the social scale.

MACDOUGALD, DUNCAN. *The Languages and Press of Africa*. Philadelphia: University of Pennsylvania Press, the University Museum, 1944. 86 p.

Reduces the complicated systems of African linguistics to comparatively understandable tables. The principal languages of Africa are named (with the regions in which they are spoken and estimated number of speakers) then a language census of Africa by region is followed by tables showing linguistic relationships. Gives a 32-page list of African newspapers, both in vernacular and European languages.

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MALIK, CHARLES. The Educational Situation in the Middle East. *Institute of International Education News Bulletin*, 31:2-5, May 1956.

Discusses the awakening of peoples throughout the area to the values and benefits of education.

RAUCH, JEROME S. Area Institute Programs and African Studies. *Journal of Negro Education*, 24:409-425, Fall 1955.

Background reading for the leader who wishes to know something of the efforts of some of the major American universities offering foreign area institutes and sponsoring research which directly reflects the impact of African events.

MATTHEWS, RODERIC D., and AKRAWI, MATTA. *Education in Arab Countries of the Near East*. Washington: American Council on Education, 1949. 584 p.

A landmark study of education in six countries of the Arab world (Egypt, Iraq, Palestine, Transjordan, Syria, and Lebanon.) In chapter 29, Cultural Change in the Arab World, the authors summarize problems and trends.

NEW YORK HERALD TRIBUNE, EDUCATIONAL DEPARTMENT. *Learning About Africa*. An atlas including pictures and text.

Suitable for teacher reference. Single copy available free to teachers, from The Herald Tribune, 230 West 41st Street, New York 36, N.Y.

OGDEN, JEAN. *Conference Summary: Community Development in Africa*. African Community Development Conference, Tripoli, Libya, March 17-20, 1958. Wash-

ington: Community Development Division, Office of Public Services of the United States International Cooperation Administration, 1958. 69 p. Processed.

Report of a meeting for the exchange of experiences in African community development, including Ghana, Jordan, Liberia, Libya, Morocco, Sardinia (European Productivity Agency), Sudan, and Tunisia. Indicates possibilities for translating theories, recommendations, and knowledge gained into "instruments to develop and change the standard of living in African communities and other underdeveloped countries."

ROUCEK, JOSEPH S. Education in the Middle East. *Phi Delta Kappan*, 37:439-444, June 1956.

The progress, problems, and needs of education in Egypt, Turkey, Israel, and Iraq are reviewed in the light of economic conditions, ideologies, mixtures of races, difficulty of adapting an ancient language to modern needs, and demand for technical education.

RUGH, A. DOUGLAS. New Trends in Arab Education. *Education*, 76:595-600, June 1956.

The educational areas considered most significant relate to compulsory education at the elementary level, Arab refugees, common standards and a basic doctrine, technical training in secondary schools, opportunities for girls and training for adult education.

SELIGMAN, CHARLES G. *Races of Africa*. London, Butterworth, 1930. 256 p.

Cited as a basic primer for anthropological studies of Africa. Simplifies a highly complex subject prepared for a wide public by a leading authority on the Nilotic-Hamitic races of Eastern

Africa. Explains the main findings of the ethnologist for the general reader. Distinguishes six main groupings: Bushmen, Hottentots and Negritos; true Negroes; Hamites; Half-Hamites and Nilotes; Bantu; and Semites.

South African Public Library. *A Bibliography of African Bibliographies*. Cape Town: The Library, 1948. 52 p.

An earlier bibliography of references designed to serve as a guide to important writings on Africa, her people, her economy, and some of her problems.

UNESCO. *Experiments in Fundamental Education in French African Territories: A Study*. Education Studies and Documents, No. 9. Paris: UNESCO, 1955. 68 p.

A study report of experiences in combating illiteracy in French West Africa.

———. THE NEW AFRICA and UNESCO. By Mahdi Elmandjra. *UNESCO Chronicle*, 7,2:49-52, February 1961.

Describes much of the task of the 11th session of the General Conference of UNESCO which devoted a large portion of its work to a study of African needs in the field of education.

U.S. CONGRESS HOUSE COMMITTEE ON FOREIGN AFFAIRS, Subcommittee on the Near East and Africa. *Report of the Special Study Mission to Africa, South and East of the Sahara*. Washington: U.S. Government Printing Office, 1956. 151 p. (Committee Print).

Report of a Congressional study mission headed by Frances P. Bolton traveling through 24 countries of Africa. A general introduction to Africa is fol-

lowed by information about the land, the people, politics, government, and social and economic conditions for each country. Suggests where United States interests lie and what the policy should be.

WRONG, MARGARET. *For a Literate West Africa; the Story of a Journey in the Interests of Literacy and Christian Literature, 1944-1945*. New York: Published for the Africa Committee of the Foreign Missions Conference of North America by Friendship Press, 1946. 64 p.

Indicates the vast interest and leadership investment of church missionary efforts in fighting ignorance and poverty in West Africa.

Egypt

BEYM, RICHARD. English as a Foreign Language in Egypt. *Modern Language Journal*, 40:69-70, February 1956.

The author, a Fulbright lecturer, appraises methods of teaching English in Egypt. Suggests an approach deemed consistent with Arabic patterns and structure.

ROSS, M. A. Home-Making Is Common Ground; Egyptian Villages. *U.N. Review*, 4:10-11, June 1958.

Indicates the manner in which home-making as a subject of common interest to villagers sets the stage for a good beginning in fundamental education for all.

SASMAN, LOUIS M. Vocational Agriculture in Egypt. *Agricultural Education Magazine*, 28: 158-159, January 1956.

Reports on the vocational agriculture program in Egypt conducted since 1954

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by the Ministry of Education with International Cooperation Administration assistance.

SAMAAN, SADEK. Some Aspects of Education in Egypt. *Teachers College Record*, 58:175-181, December 1956.

A ministry of Education staff member discusses the Egyptian public school system of teacher training, specific problems, and trends and future programs.

SCANLON, DAVID G. Current Educational Trends and Problems in Egypt. *School and Society*, 84: 56-58, Aug. 18, 1956.

A survey of education in modern Egypt. Discusses the problems of financing, building a suitable system, nationalism, and militarism.

Ghana (Gold Coast until March 6, 1957)

Advance of a Technique: Information Services in the Gold Coast. Accra, Gold Coast: Department of Information Services, 1956. 15 p. (Available from the Department, P.O. Box 745, Accra.)

The following recent Gold Coast developments on information services are presented: Traveling exhibits and movies, broadcasting, press and publications, and the film unit. A department organizational chart is included.

BRADY, THOMAS F. Gold Coast: Laughter, Wealth, Freedom. *New York Times Magazine*, 14 & 18, Oct. 7, 1956.

The geography, political and economic development, educational system, and life and characteristics of the people of the Gold Coast are discussed.

BRITISH INFORMATION SERVICES, Reference Division. *The Making of Ghana*. Printer: F.

Mildner & Sons, London, 1956. 46 p. Publication may be examined at the Public Information Office, British Embassy, Washington, D.C., or at the Library of Congress.

Describes the Gold Coast, its people, introduction of western institutions and technology, political responsibility, and economic and social progress. Contains data on action taken under the Accelerated Development Plan for Education.

DU SAUTOY, PETER. *Community Development in Ghana*. London: Oxford University Press, 1958. 209 p.

Discussion devoted to plans and results of plans for mass literacy and mass education. Describes village project work, extension campaigns, and leadership training.

Education Report for the Year 1955. Accra: The Government Printer, 1956. 24 p. Processed.

A diagram of the educational system, 1955 events, and statistical appendixes are included.

GRANT, FAYE WOODWARD, and JANET ASARE. Gold Coast Achimota School and Its Department of Housecraft. *Journal of Home Economics*, 48:361-363, May 1956.

The founding, influence, and curriculum of the Housecraft Program of the Achimota School are discussed by one author from the United States and another author from the Gold Coast.

JUDGES, A. V. Gold Coast Independence and Education. *British Journal of Educational Studies*, 5:167-168, May 1957. (Available from Messrs. Faber and Faber, Ltd., 24 Russell Square, London, W. C. 1, England).

Describes the inland spread of education in the Gold Coast and outlines how Ghana is attempting to satisfy popular demands for more schools and educational opportunities for peoples of all ages.

LEWIS, L. J. ed. *Perspectives in Mass Education and Community Development*. London: Thomas Nelson & Sons, 1955. 101 p.

Papers consider the following subjects which were developed from a 10-day course on Mass Education and Community Development organized by the University College of the Gold Coast Institutes of Education on behalf of the Department of Social Welfare and Community Development:

Theory and Practice of Mass Education and Community Development.
Fundamental Motives in Community Living.
Adult Learning.
Problems and Possibilities of Community Development.
The Need for Roots.
Language Problems in Community Development.
Planning Community Development.
Initiating Development Schemes in Small Villages.
Keeping Village Community Work Going.
Formal and Informal Education in the Gold Coast Village.
Developing a Community Spirit.
The Mental Approach to the Community.
The Need for Efficient Technical Assistance.
Why Teach Literacy.
Resources and The Time Factor in Community Development.

PICKERING, A. K. Village Drama in Ghana. *Fundamental and Adult Education*, 9:178-183, 1957. No. 4.

Indicates how village drama (more than any other mass education activity) played a considerable part in strengthening the unity of the early mass education team, so essential to the success of its work. The activity brought together from day to day all members of the team, from the leader to the truck driver, in this popular and successful joint enterprise.

Iran

AMUZEGAR, JAHANGIE. Point Four and Education in Iran. *School and Society*, 84:99-102, September 1956.

Illiteracy in rural communities and the educational level of the intelligentsia are contrasted. Educational philosophy and bilateral aid are discussed.

MOSSAHEH, SHAMSOL MOLONK. (Advisor to the Minister of Education). *After Literacy*. Teheran, Iran: The Ministry, July 1958. 34 p.

Reports the efforts made (under the auspices of His Majesty the King) in Iran to uproot illiteracy through military and civilian literacy classes.

Israel

BEN HORIN, MEIR. Israel's Educational Frontier. *School and Society*, 84:58-62, Aug. 18, 1956.

Reviews problems facing the schools with the arrival of 750,000 new citizens since Israel became a nation in 1948.

Education in Israel: Four Years of Israel's Statehood. New York: Israel Office of Information (11 East 70th Street), 1952. 4 p. Processed.

Brief discussion of the network of evening classes reaching out into nearly every settlement and transition camp to meet the urgent demand of immi-

grants for the study of Hebrew as well as their need for civic and general education. Classes prepare professionals and skilled personnel for employment with government and private agencies.

Kenya

HOLDING, MARY. Adult Literacy Experiment in Kenya. *Oversea Education*, 16:204-208, October, 1945.

Describes an experiment in adult literacy education conducted in Kenya near the close of World War II.

YOUNG, T. R. Adult Literacy in Kenya. *Oversea Education*, 31, 1:37-41, April 1959.

Sees evening continuation classes as a natural and necessary counterpart to the adult literacy scheme. States that the important thing is to offer the adult student exactly the same chance of reaching the first academic milestone as his "more fortunate child," who, in many instances, is enjoying formal schooling.

Liberia

BEHRMAN, DANIEL. Mission Goes to the "Devil" to Build a School. *UNESCO Courier*, 8:28-29, March 1956.

The author illustrates with photographs some activities of fundamental education project in Liberia.

BROWN, MARY ANTOINETTE. Education in Liberia. *Educational Horizons*, 35, 2:46-50, winter 1956.

Indicates that education was begun in Liberia by missionary groups which followed the American system. With UNESCO and International Cooperation Administration assistance, the Government of Liberia is striving to

improve the quality of teaching staffs and to increase the number of teachers and schools to expand educational opportunities for all.

Nigeria (including British Cameroons)

CHICOT, CLAUDE. Radio As An Aid to Fundamental Education in the Cameroons. *Fundamental and Adult Education*, 9:183-186, 1957. No. 4.

The author believes that effectiveness in adult education demands a maximum convergence of techniques. Indicates the best method is not, after all, to use either films or photographs or radio, but to use films and photographs and printed matter and radio and every other medium, especially in isolated regions.

COOMASSIE, MALLAMA. UNESCO Associated Projects. XIII: Adult Education Campaign in the Northern Region of Nigeria. *Fundamental and Adult Education* 9:39-45, January 1957.

Describes the important literacy drive started in Nigeria in 1946, its new look assumed in 1952, and current efforts involving the production of literature. Outlines the scope of reprinting and rerun activities, and the organization of distribution services as they relate to the major goal of increased enlightenment of the Nigerian people.

COURT, JOHN W. The Adult Literacy Campaign in Northern Nigeria. *Oversea Education* 30, 2:64-68, July 1958.

Indicates that the campaign, going into its 12th year in 1958, produced more than half a million new literates and half as many more again who could read but not write. Estimates the program offers 8,500 voluntary classes serving about 425,000 adults.

O'KELLY, ELIZABETH. Adult Literacy Classes in the Cameroons Under U. K. Administration. *Fundamental and Adult Education*, 9:29-31, January 1957.

The 1953 census showed an illiteracy rate of 96 percent for the Bamenda area of the Southern Cameroons. This area is part of UN Trusteeship administered by the UK as an integral part of Nigeria. A course of 8 months to 2 years for adults in reading, writing, and arithmetic has been operating since 1955. Instruction is in English.

———. Adult Education in the British Cameroons. *Oversea Education*, 31, 1:24-27, April 1959.

Reveals that in the middle of 1958 there were 224 literacy classes meeting in 160 centers with an attendance of 2,522 men and 2,126 women. Due to tribal enmities of the past and the difficult terrain, multiplicity of languages mean pidgin English is the most usual method of communication, and English is the medium of instruction in the schools and literacy classes.

The War Against Ignorance. *African Women*, 3, 3:49, December 1959.

Describes the Adult Literacy Campaign conducted since 1954 in the northern region of Nigeria. Emphasizes the place of women in the campaign; indicates the wider aims, the preparation of literacy materials, and emphasizes the importance of training literacy instructors.

YOUNG, R. R.; RIMMER, E. E.; and ANSTEY, SALLY. *Literacy for Adults in Africa*. London: The Sheldon Press (Northumberland Ave., W.C. 2), 1946. 62 p.

A small volume indicating literacy

campaign experiences in several Sierre Leone villages, a training center in Northern Nigeria, and in the Telugu country in south Africa. Includes brief description of the Laubach method and techniques.

Palestine

Education in Palestine. By Noah Nardi. Washington: Zionist Organization of America. 1945. 255 p.

Describes the expansion of Jewish Education from 1933-1945; aims and objectives and the outstanding problems in Jewish education in Palestine.

Rhodesia

KRUUSE, ELSA. Pioneer Venture South of the Sahara. *National Council Outlook*, 9:21, February 1959.

Discusses plan to develop African leadership Kitwe Literacy Center in Northern Rhodesia. Overseas project for training personnel to conduct literacy programs and to publish reading materials on subjects needed by new literates.

MANN, MARY. Women's Homecraft Classes in Northern Rhodesia. *Oversea Education*, 31, 1:12-16, April 1959.

Discusses the special problem which exists among women in towns; in urban conditions women have lost many of their traditional occupations and find themselves with nothing to do. Because many have moved to town and there is no farm work to be done, many accept the offer of homecraft training. Indicates that the 61 centers have been issuing 300 or 400 badges per month to those completing the courses.

Syria

POTTER, WILLIS N. Better Schools in the New Syria. *Education*, 76:367-372, February 1956.

The Dean of Graduate Studies of the College of the Pacific explains how modern Syria is trying to maintain its heritage while assuming a new role among nations. Discusses the establishment of a national system of education in Syria and how they are using certain elements of Western education by "adaptation rather than by imitation."

Tanganyika

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. Office of Education. *Education for Africans in Tanganyika*. By Betty George. Bulletin 1960, No. 19. Washington: U.S. Government Printing Office, 1960. 97 p.

Describes the land, its people and government. Emphasizes the tremendous need for further education in the new emerging nation of Tanganyika. Indicates that, as in other underdeveloped areas of the world in which the great majority of the population remains illiterate, Africans are confident that education can make a far-reaching contribution in raising the general standard of living for the mass of the country's population.

Turkey

Acquiring Literacy. *School and Society*, 32:268, Aug. 23, 1930.

The article highlights the achievement of Turkey in "learning a new alphabet" and making a fresh attempt to bring literacy to her people.

GOULD, HARRY G. The Land Grant College Experiment in Turkey. *Institute of International Education News Bulletin*, 31:26-29, May 1956.

The Coordinator of the University of Nebraska Turkish Program spent 4 years in Turkey helping the Ministry of Agriculture develop its extension program to adults of all ages. He discusses the educational assistance requested in connection with the development of the land-grant type university in Turkey.

OGUZKAN, TURHAN. *Adult Education in Turkey*. UNESCO Educational Studies and Documents, No. 14. Paris: UNESCO, Clearing House, 1955. 60 p.

Chapter 2, The Scope of Adult Education Activities in Turkey (p. 18-43), describes early efforts in the Republic of Turkey to stimulate the interest of the people in education for out-of-school youth and adults through the facilities of national schools. Explains how the most comprehensive attacks on the problem of illiteracy have been carried on by the national schools, by People's Houses, and public reading rooms. Briefly describes a primer especially designed for adults and a basic reader for city people and another for villagers.

Uganda

SMITH, E. W. Adult Literacy in Western Uganda. *Oversea Education*, 29:1:25-29, April 1957.

The author believes that in any literacy effort, the first requisite in adult literacy is a good primer and where one does not exist, the Community Development Officer, Adult Education Officer, or whatever his title may be, would "be well advised to give the highest priority to the preparation of such a book." Discusses some typical problems in teaching reading and writing to native adults in western Uganda.

ASIA, THE FAR EAST, AND RUSSIA

Afghanistan

UNESCO. *Report of the Mission to Afghanistan*. Educational Missions—IV. Paris: UNESCO, 1952. 87 p.

Chapter 8, Adult Education, pages 59-64, gives some picture of the effort to reduce illiteracy in Afghanistan. Describes the role of the cinema, the radio, the elementary teacher in adult education and stresses the need for fundamental education in all practical areas of life.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, Office of Education. Division of International Education. *Education in Afghanistan*. Studies in Comparative Education Series. By Abdul H. K. Sassani. Washington: Office of Education, 1961. 55 p.

Describes modern education Afghanistan against a background of a democratic government since 1919. Includes a summary review of U.S. Operation Mission/Afghanistan-ICA activities in education in that country as of the end of 1959.

Burma

DOUPLE, ANGUS. Education in Burma. *Pennsylvania School Journal*, 104:312-313. April 1956.

Gives an outline of geographical features, history, and religious and cultural factors which have influenced the system of education in Burma.

INTERNATIONAL BURMA TRANSLATION SOCIETY. *Fundamental and Literacy Education*, 8:79-81, April 1956.

Traces the history of the Burma Translation Society from its beginning

in 1947. Lists a series of publications sponsored by the Society including the Science Series, History Series, Fifty Years Series, Great Books Series, and the Pyidawatha Series; also Sarpay Beckman (Palace of Literature), a monthly magazine, the Mass Enlightenment Series, and a proposed Pocket Book Series to provide simple information vital to the man or woman with little or no formal education.

SPAULDING, SETH. The Burma Translation Society. *Institute of International Education News Bulletin*, 34, 4:3-12, December 1958.

Discusses the Burma Translation Society created in 1947 to translate world knowledge into the Burmese language for the people of Burma. Tells how in its first 11 years of operation (in cooperation with the Technical Cooperation Administration and the Ford Foundation) The Society broadened its functions to include publishing, manufacturing and marketing of trade books, reference books, periodicals, sponsorship of adult education extension courses and a School of Journalism, as well as other educational and cultural activities.

———, and WHITE, DAVID MANNING, eds. *Publishing for the New Reading Audience*. A report of the Burma Committee of the UNESCO Regional Seminar on the Production of Reading Material for New Literates, Rangoon, Burma, October 28-November 30, 1957. Rangoon: Union of Burma Government Printing Press, 1958. 183 p.

Contains working papers of the seminar with editors' notes on seminar activities. Sections cover publishing,

writing, editing, testing, layout and design, copy preparation, and book manufacturing. Includes a bibliography on publishing by The National Book League, London.

Ceylon

GREEN, T. L. Cross Cultural Educational Adaptation in Ceylon. *Journal of Educational Sociology*, 29:292-304, March 1956.

A study of the psychological bases of education in Ceylon. Author is professor of education at the University of Ceylon.

GUNASEKARA, U. A. The Role of the Museum in Educational Work With Adults: Some Examples from Ceylon. *Fundamental and Literacy Education*, 8:60-63, April 1956.

Although it is at the literate level that museums find it easiest to provide facilities for adult education, this article outlines the scope, capabilities, and some limitations of the museum in less developed regions of the world, especially where the development of an educational approach is as yet in the early stage. Urges extension of museum facilities to rural localities and underdeveloped sections.

China

BUCK, PEARL S. *Tell the People*. New York: The John Day Co., Inc., 1945. 84 p.

A brief book based on talks with James Yen, a Chinese scholar, about the mass education movement through People's Schools among the illiterate in China and in other underdeveloped areas of the world.

———. *Tell the People: Mass Education in China*. Pamphlet No. 16. New York: American

Council, Institute of Pacific Relations, 1945. 72 p.

Tells the story of James Yen, a Chinese scholar, who was inspired by the sad plight of illiterate Chinese coolies to work out a simplification of the Chinese language (a sort of basic Chinese) that later became the basis for mass education that followed World War I. Indicates need for movement to educate illiterates in Cuba, Africa, India, and in other areas where people are hungry and illiterate.

CHEN, LI-FU. *Chinese Education During the War*. Published by the Ministry of Education. November 1942. Reprinted 1943. 41 p.

Describes the task of converting 171,376,224 adult illiterates in 1940 into "intelligent" citizens by 1944 under the 5-year plan for peoples education adopted by Executive Yuan. The author states it was estimated that fulfillment of the plan to educate children (6-12) and adults would require 18,510 nucleus schools, 138,073 people's schools (in Free China) and 1,600,000 trained teachers.

CHEN, THEODORE HSI-EN. Salient Characteristics of Education in Communistic China. *Education*, 76:360-366, February 1956.

A section on literacy education indicates how the problem of illiteracy has been attacked through shortcut methods designed primarily to meet the needs of the adult population in what is known as "spare-time" education for workers and peasants. Such classes provide 6 hours instruction a week or 240 hours a year. Official reports claim enrollments of about 5 million workers and "staffers" in the spare-time classes, and projected the goal of basically eliminating illiteracy among these groups by 1957. Enrollment figures are cited from 1949 through 1952 inclusive.

CHINA, DIRECTORATE OF STATISTICS. *Statistical Abstract of the Republic of China*, 1947. Nanking: The Directorate, 1947. 140 p.

A census report conducted in 1942-43 of nine hsien (roughly equivalent to a county) in Szechuan Province, covering a total population of 1.8 million, recorded 1.3 million persons (all ages) as illiterate.

CHOU, WEI-PIN. Our First Scientific Census. *People's China*, 7:17-23, April 1, 1955.

Indicates the population of China, as of June 30, 1953, exclusive of Taiwan Province and Chinese Nationals residing or studying abroad to be 582.6 million persons. Of this number 51.8 percent were males and 48.2 percent were females. Children under 5 years of age constituted 15.6 percent of the total; 11 percent were in the age group 5-9 years old; and altogether 41.1 percent were below the age of 18 years.

CHUANG, CHAI H. *Movement for Educating Illiterates in China*. Peking, China: Chinese National Association for the Advancement of Education, Bul. No. 2, Volume II, 1923. 22 p.

An account of early efforts to educate illiterate Chinese adults.

CHU, WEN-DJANG, and UDO POSCH. Education. *A Regional Handbook on Northwest China*. Subcontractor's Monograph HRAF-59, Wash-5. University of Washington, Far Eastern and Russian Institute, compiler. New Haven, Conn.: Human Relations Area Files, Inc., 1956, 1:300-323. Processed.

This chapter on education includes summaries of the educational systems in the Northwest provinces of China from the Manchu period to the present, with particular emphasis on the history and problems of nationality and minority education. Statistics on schools and school attendance, a list of the current higher institutions in the five provinces, and a more detailed description of some of the principal universities are included.

FEDERAL SECURITY AGENCY, OFFICE OF EDUCATION. *Education in China Today*. Leaflet No. 69. Washington: U.S. Government Printing Office, 1944. 12 p.

This leaflet discusses instruction provided for adults in reading and writing, good citizenship, and for discussion of international affairs through facilities of public reading centers, theaters, broadcasts, traveling troupes, and libraries. Estimates that more than 50 percent of the illiterate adults were receiving instruction in provinces such as Szechwan, Yunnan, Kwangtung, Kwangsi, Hunan, and Hupeh where programs had entered the second year by 1944.

HSIUNG, HELEN. Education. *A General Handbook of China*. Subcontractor's Monograph HRAF-55, Wash-1. University of Washington, Far Eastern and Russian Institute, comp. New Haven, Conn.: Human Relations Area Files, Inc., 1956. 1:573-636. Processed.

A historical summary of education in China from the seventh century to 1953 based on secondary sources. It emphasizes the philosophy and structure of modern Chinese education, unsuccessfully introduced at the end of the Ch'ing dynasty, then attempted during the Nationalist period, and now under the Communists.

MILLER, ROBERT. Education. A *Regional Handbook on the Inner Mongolia Autonomous Region*. Subcontractor's Monograph HRAF-60, Wash-7. University of Washington, Far Eastern and Russian Institute, compiler. New Haven, Conn.: Human Relations Area Files, Inc., 1956. 267-280 p. Processed.

This supplement to material on education in *A General Handbook on China* describes the cultural and educational systems of Inner Mongolia with special attention to efforts of the National Government and of the present regime to deal with problems of minority groups, multiple languages, illiteracy, and teacher shortages.

PEAKE, CYRUS H. *Nationalism and Education in Modern China*. New York: Columbia University Press, 1932. 240 p.

In Chapter 5, *Nationalism*, the author tells how the rise of the modern Nationalist movement around 1918 diminished and curbed the role of Christian missionary schools in China, affecting millions.

TANG, PETER. Education. A *Regional Handbook on Northeast China*. Subcontractor's Monograph HRAF-61, Wash-9. University of Washington, Far Eastern and Russian Institute, comp. New Haven, Conn.: Human Relations Area Files, Inc., 1956, p. 214-216. Processed.

This chapter outlines the history and structure of education in Manchuria, as distinct from China proper, as a supplement to material available in *A General Handbook on China*. Particular emphasis is given to the parts played by the Russians and the Japanese in

areas under their influence and control at various times. Lists institutions of higher education and describes specialized training in northeast China.

UNESCO. Regional Study Conference on Fundamental Education: Preparatory Committee. *Fundamental Education in China: A Report*. Nanking: Ministry of Education, 1947. 96 p.

Official reports made in July 1946 estimated that the rate of illiteracy in China was at least 56 percent for the total population, or 47 percent for the population 6 years old and over.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. OFFICE OF EDUCATION. Division of International Education. *Education in Hong Kong*. Studies in Comparative Education series. By Marcia T. Berrien. Washington: Office of Education, 1960. 40 p. Processed.

Describes the school system in Hong Kong, its administration and objectives. Brief section on adult education is included.

———. *Education in Taiwan (Formosa)*. By Abdul H. K. Sassani. Bull. No. 3, 1956. Washington: U.S. Government Printing Office, 1956. 34 p.

Gives a brief picture of the educational system in Taiwan (Formosa), where underlying traditions, ideas, or principles at present are similar to those which existed in the Chinese mainland prior to the Communist regime. Indicates that about 80 percent of Taiwanese could read and write (under Japanese rule from 1895 to 1945). Cites articles of the Constitution of the Republic of China, adopted by the National Assembly on Dec. 25, 1946, which,

among other things, stipulates that all citizens above school age (6-12) who have not received primary education shall receive such education free of charge and be supplied with textbooks at Government expense.

YEN, Y. C. JAMES. *The Mass Education Movement in China*. Chinese National Association of the Mass Education Movement. Shanghai: The Commercial Press, Ltd., 1925. 25 p.

Discusses methods used in concentrating upon the illiterate of China for whom no provision for schooling was made. Estimates 320 million illiterates or 80 percent of the Chinese population could neither read nor write in 1925. Of that total, there were approximately 73 million children of school age (6-12 years) not yet in school, over 100 million adolescents (12-22 years) plus 100 million or more other adults. Discusses the "People's Thousand Character Lessons" prepared in 1921.

India

Allahabad Agricultural Institute, Extension Project. *Experiment in Extension, the GAON SATHI*. London: Oxford University Press, 1956. 239 p.

The GAON SATHI, defined as "the friend of the village," discovers ways, through education, to help people use the "liberty of action with which a democratic society is constructed."

FOWLKES, JOHN GUY, and LIDDLE, CLIFFORD S. Some Observations from India. *Wisconsin Journal of Education*, 88:9-11, May 1956.

The authors, on leave prior to 1956 from the University of Wisconsin to work with the Ministry of Education in India, relate the progress being made

in raising the educational level of the people.

HIGH, STANLEY. Revolution Via the ABC's. *Readers Digest*, 67:135-138, October 1955.

The author believes it is not enough merely to teach people to read, but that reading matter is needed "which will help them to help themselves and will increase their understanding of what freedom means." Describes 12 readers developed especially for India's new literates, translated into 13 of India's "languages."

INDIA, MINISTRY OF EDUCATION. *A Review of Education in India: 1955-56, Submitted to the 19th International Conference on Public Education, Geneva, July 1956*. Publication No. 222. Dashmere Gate, Delhi: Albion Press, 1956. 24 p.

Reports on school inspection, the mathematics curriculum, teaching aims, methods and materials, and the activities and expansion of education and culture. Indicates the number of students at home and abroad who are receiving help from their Government.

INDIA. *The Education Quarterly*, 3:227-317, September 1956.

This issue deals mainly with curriculum and syllabuses of various levels of education in India.

Literacy and Education in India. *School and Society*, 20:781-782, Dec. 20, 1924.

Indicates improvement in literacy rate shared by every part of the Indian Empire in the mid twenties.

MATHUR, J. C., and KAPUR, C. L. Radio in Rural Adult Education and Schools in India. *Fun-*

damental and Adult Education, 11:2:97-118, 1959.

Considers the educational role of the radio through rural and industrial programs on the one hand and school broadcasts on the other. Authors state "that at no stage has the radio been used for just formal education, nor has any experiment been conducted specifically for spreading literacy through the medium of radio among adults. It is education in its broader sense that has interested All India Radio from the beginning."

New Literates. *United Nations Review*, 2:3, May 1956.

Brief item tells how the Delhi Public Library in 1956 served 70,000 readers per month, many of whom were new literates—a term which is often extended to cover readers who are hampered less by their lack of technical proficiency than by their lack of reading experience (because of the inadequate supply of suitable reading materials . . . in the language in which they have become literate).

Rural Education Projects—A: In India. *Bulletin of the International Bureau of Education*, 31, 122:10-11. 1957.

Describes two projects conducted by rural women to help raise the level of living in rural India, including a 12-month training program for village workers and family camps attended by 15 to 20 families for a 15-day period for instruction in crafts, agriculture, and home management.

SHULKA, P. D. Production of Literature for Adults. *Fundamental and Adult Education*, 8: 2-7, January 1956.

Discusses the Indian Ministry of Education's Program for the Production of Literature for Adults; tells how

it expanded from a small project designed to bring out model booklets for neoliterates in Hindi and developed into an effort supplying literature for the masses.

SINGH, SOHAN. Social Education in India. *Fundamental and Adult Education*, 9:89-98, April 1957.

Discusses the Indian Government's shift in 1948 from the concept of "adult education for literacy to social education for better living." Lists five aims and methods of achieving the functions of social education in India. A condensation of a Ministry of Education publication in 1956 by the same title.

Indonesia

Outline and Progress of Anti-Illiteracy Campaigns in Indonesia. Djakarta: Ministry of Education, Instruction and Culture, 1954. 41 p.

Relates plan of Indonesian Government to bring about greater educational opportunities to the people through special literacy campaigns.

VAN DER VEUR, KAROL. Education. *Indonesia*, Subcontractor's Monograph HRAF-57, Yale 2. Stephen W. Reed, coordinating ed. New Haven, Conn.: Human Relations Area Files, Inc., 1956, p. 402-451. Processed.

Historical analysis of the development of Indonesian education from colonial times to the present, describing the nation's struggle against illiteracy. Sources in Indonesian, Dutch, and English are cited.

Japan

Japan, Three Epochs of Modern Education. By Ronald S. Anderson. U.S. Department of

Health, Education, and Welfare. (Office of Education Bulletin 1959, No. 11). Washington: U.S. Government Printing Office, 1959. 219 p.

In chapter 9, the author describes social education as the equivalent to adult education in the United States. Emphasizes the widespread desire "that none be left in ignorance regardless of class."

MURAKAMI, SHUNSUKO, and IWAHASHI, BUNKICHI. Post-War Reconstruction of Japanese Education and Its Social Aspects. *Journal of Educational Sociology*, 29:309-316, March 1956.

These authors from the National Institute of Educational Research in Tokyo review the changes in administration, structure and content, and improvements brought about by the Fundamental Education Law of 1947.

OGA, TOKIO. TV Comes to Rural Japan: Japan Launches UNESCO-Sponsored Experiment in Collective Viewing. *UNESCO Features*, 237:4-6, May 20, 1957.

Describes an experiment in adult education in Japanese farming communities through the medium of television.

Korea

FRASER, MOWAT G. Educational Progress in Korea. *Institute of International Education News Bulletin*, 31:13-16, June 1956.

The author discusses the interest and effort of Korean students, of private foreign organizations giving assistance in reestablishing schools and training centers, and U.S. Government in augmenting the number of new classrooms built by the Republic.

KEHOE, MONIKA. Teaching English to Korean Adults. *Adult Education Journal*, 8:9-13, January 1949.

Describes work of the American Language Institute in teaching English to adult Koreans in their native environment. Of the 1,500 adults receiving instruction in a period of 2 years, 400 were teachers.

UNESCO. *Rebuilding Education in the Republic of Korea*. Educational Missions Report of the UNESCO-UNKRA Educational Planning Mission to Korea. Paris: UNESCO, 1954. 221 p.

In chapter 7, Fundamental Education, the educational problem of Korea is reviewed. Presents an analysis of the entire effort in meeting the daily needs of all people. Suggests ways to build up the understanding of Koreans with the hope that they will acquire the techniques necessary for the improvement of their own lot using organized education as well as their own direct efforts as individuals and groups.

ZANZI, A. W. Education and Reconstruction in South Korea. *Institute of International Education News Bulletin*, 31:25-29, January 1956.

This member of the United Nations Korean Reconstruction Agency team of economic consultants in 1953-54 reviews the effect on education in Korea of World War II and the communist invasion of 1950.

Malaya

Education in Malaya. *The World Today: The Chatham House Review*, 12:379-386, September 1956. (London: Royal Institute of International Affairs.

On file in the Library of Congress, Washington, D. C.)

This summary of education problems in Malaya, such as linguistics and diversified school structure, discusses methods of solution including "Malayanization" through common language and uniform curriculum content.

ISMAIL, TUAN S.N.B. The Malayan Language and Literature Agency. *Oversea Education*, 31, 4:169-173, January 1960.

Discusses developments that led to the adoption of Malayan, the language of the indigenous inhabitants, as the national language of the Federation of Malaya. Indicates available facilities, books, research, libraries, and radio; discusses National Language Week and competition to encourage local literary talent.

WILLIAMS, LLOYD NORMAN. Teaching To Read by Radio. *Fundamental and Adult Education*, 7, 4:147-153, October 1955.

Describes an experiment in Malaya where illiterates were taught to read by radio—by radio alone, without the help of a teacher at the listening end. Sample scripts are included.

Nepal

BRICE, EDWARD WARNER. *Education, An Investment in Nepalese People*. Terminal Report of the Chief of the Education Division and Co-Director, Cooperative Education Service, 1956-58. Kathmandu, Nepal: U.S. Operations Mission to Nepal, 1958. 24 p. (Available through the USOM/Nepal, Kathmandu, Nepal.)

Interprets the United States technical programs in Nepal as an investment in Nepalese people. Presents accomplish-

ments of the Cooperative Education Service over a 2-year period (1956-58) in the areas of teacher training, primary and fundamental education, secondary and vocational education, adult and literacy education, higher education, and administrative and supervisory services.

Six Years of Educational Progress in Nepal. Bureau of Publications, 1959. 75 p. (Available through the College of Education, University of Oregon, Eugene, Oreg.)

Presents an overall picture of educational achievements in Nepal since 1950 when only 2 percent of the people of Nepal could read and write. In a brief section the goals of adult education are stated with a listing of activities through which the gains were made in literacy training for adults. Indicates size of the part-time teaching staff operating the 39 adult literacy classes opened the first year, resulting in 1,000 adults becoming literate in that same year. Shows that preference for admission to adult classes was given to parents whose children were attending school.

TANDUKAR, RAMA PRASAD. Adult Education. Symposium: Educational Progress in Nepal. *Education Quarterly*, 3:56-62, June-September 1959.

Traces the beginnings of adult education in Nepal in 1954 when at that time 98 percent of the people were totally illiterate. Indicates necessary first steps in developing literacy materials, mobilizing teaching staffs, and expanding radio education.

WOOD, HUGH B. *Nepal Bibliography*. Eugene, Oreg.: The American-Nepal Education Foundation, Box 5123, n.d. 108 p.

A comprehensive, annotated bibliography of the literature on Nepal, believed to be more than 95 percent complete for Western language materials. Includes section on (1) Books and pamphlets; (2) magazine articles; (3) newspaper items, selective only; (4) unpublished materials; (5) films; and (6) some selected Asian language materials. About 1,300 items.

———. *Readings in Education*. Seattle, Wash.: Cascade-Pacific Books. 1958. 352 p.

A reference book with detailed information on comparative education, teacher education, pupil evaluation, social studies, and curriculum with material included on education in India and education in Nepal.

———. *Recommendations for Education in Nepal*. Eugene: College of Education, Bureau of Publications, University of Oregon, 1959. 13 p. (University of Oregon Contract, U.S. Operations Mission/Nepal).

Among the recommendations the author proposes that adult education be expanded more rapidly along the lines of literacy training and radio education. Available through the University.

Pakistan

ABDUL HAQ, A. F. M. A Peep into Education in Pakistan. *Education*, 76:352-359, February 1956.

The President of the East Pakistan Board of Secondary Education, who visited the United States to observe American schools, discusses education in Pakistan and some of the difficulties faced.

TER KEURST, ARTHUR J. Teacher Education in East Paki-

stan. *Journal of Educational Sociology*, 29:340-346, April 1956.

Discusses characteristics of the educational system in Pakistan, particularly in teacher training, including educational climate, psychology of formal discipline, personality of the teacher, state-administered examinations, and poverty.

Philippines

ACKERLUND, GEORGE. The Philippines. *Social Education*, 20:75-76, February 1956.

The author, a member of the Stanford Team in Educational Administration under the Foreign Operations Administration Program, discusses assistance given to the Philippine people to enable them to help themselves particularly through the Community School Program.

Adult and Fundamental Education in the Philippines. *Fundamental and Adult Education*, 9: 102-103, April 1957.

Outlines some activities of the Philippine-UNESCO National Community School Training Center established in 1953 in the Province of Pangasinan.

FLORES, GERARDO. A Study of Functional Literacy for Citizenship in the Philippines. *Fundamental Adult Education*, 2, 13: 24-28, 1950.

A study of foundation skills needed for effective citizenship in the Philippines. Concludes that 7 years of schooling as offered under the present system of elementary education are necessary to ensure functionally literate citizens.

HANNA, PAUL R. Philippine Educators Show the Way. *Education*, 76:601-610, June 1956.

With quotations from the 1950 UNESCO Mission report, this article describes accomplishments and continuing problems of education in the Philippines. It includes a sketch of the educational philosophy and structure, and stresses the community school movement, and the influence of *barrio* schools.

LAUBACH, FRANK CHARLES. *The Silent Billion Speak*. New York: Friendship Press, 1943. 201 p.

Emphasizes the role of the church missions in attacking illiteracy in the Philippine Islands and the importance of dedicated workers.

South Pacific Commission Area

CALDWELL, OLIVER J. Education in the Far East. *School Life*, 38:12-14, April 1956.

The U.S. Assistant Commissioner for International Education visited nine of the countries in which there is an International Cooperation Administration education mission. Reports on educational progress in Formosa, the Philippines, Viet Nam, Cambodia, Thailand, Burma, Nepal, Afghanistan, and Indonesia.

HANNA, PAUL R., and HIGH, C. SIDNEY, JR. Education in the Far East. *Phi Delta Kappan*, 37:426-438, June 1956.

General treatment of education in the Far East from Japan to Pakistan. Describes the problems of language simplification and standardization, teacher shortages and overloading, and inadequate finance. Outlines external assistance.

NEIJS, KAREL. *Literacy in the South Western Pacific: A General Survey*. Noumea, New Caledonia: United Nations South Pacific

Commission, Post Office Box 9, November 1957. 70 p. Processed.

Stresses the important role played by mission schools and religious educators in the spread of literacy in this region of the world. Part I presents a general survey of the state of illiteracy in the area (1957) and Part II, issued as a separate document in the commissions' Technical Papers Series; describes an experimental course in adult literacy. Includes samples of teaching materials used.

THOMAEUS, JAN. Training Book Illustrators in South Asia. *Fundamental and Adult Education*, Volume 10, 1958. No. 4, p. 163-167.

An informative report by the author who was assigned (within the framework of UNESCO's Regional Project for the Production of Reading Materials for New Literates) to South Asia for a period of 6 months to advise on the training of book illustrators. Indicates the need for training in the use of modern Western materials. Comments upon the desirability of *studying* the old designs, not just copying them without recognizing the fact that they were created for a different period and for different social conditions.

WEDGWOOD, CAMILLA H., compiler. *Education in the Pacific Islands: A Selective Bibliography*. United Nations South Pacific Commission Technical Paper No. 99. Noumea, New Caledonia: The Commission, November 1956. 80 p. (Available from the Commission.)

Bibliography lists documentary materials printed since 1920 on the education of non-European peoples in the Islands. Entries are classified by territories of each metropolitan or trustee

government. Those for the Kingdom of Tonga are included in Appendix I. Missionary organizations active in the Pacific are listed in Appendix II.

Thailand

FRANZEN, CARL G. F. An Educational Frontier in Thailand. *School and Society*, 85:135-140, Oct. 27, 1956.

This report of a visit to a UNESCO project in Ubolrajthani, which trains teachers for village work in their own regions, relates to the improvement of social and economic conditions in underdeveloped areas.

GILLET, NICHOLAS. *Rural Improvement in Thailand*. *Oversea Education*, 30, 2:69-72, July 1958.

Indicates progress in community work. Explains the role of the school in helping villagers tackle their problems, in promoting adult education, and in involving children in the work of restoring and building houses.

HUTCHINSON, F. Point IV Pilot Project in Education, Thailand. *School Life*, 34:38, December 1951.

Educational assistance project in Thailand is described.

WALL, W. D. The International Institute of Child Study, Bangkok. *UNESCO Chronicle*, 8, 6:171-177, June 1956.

Describes methods used to help Thailand and the Asian region adapt and develop education to fit children for life, and the service of the Institute established in 1955 as a research base for educators from non-Asian countries.

WILSON, DAVID A. Education. *Thailand*. Subcontractor's Monograph HRAF-42, Cornell-4.

Lauriston Sharp, ed. New Haven, Conn.: Human Relations Area Files, Inc., 1956. 288-337 p. Processed. (Available from member universities.)

This study of Thai education is prepared from sources in English and Thai and from data gathered by the author during field experiences in Thailand as a member of the Cornell University Research Center in Bangkok.

Rumania

The Liquidation of Illiteracy in the Rumanian People's Republic. By the Rumanian National Commission for UNESCO. *Fundamental and Adult Education* 10, 4:146-151, 1958.

Discusses the problem of illiteracy before 1945 and the role of the literacy campaign as a part of the Republic's educational reform. A final section treats organizational problems and social implications.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. Office of Education. *Education in Rumania (Rumanian People's Republic)*. Studies in Comparative Education series. By Herta Haase. Washington: Office of Education, 1960. 26 p.

Discusses schools and educational activities in Rumania. Describes facilities available to illiterate adults between the ages of 14 and 55 (and separate programs for youths) desiring to complete their elementary or secondary schooling. (See p. 8-9).

Russia

Abolition of Adult Illiteracy in the U.S.S.R. (1917-1940). *Fundamental and Adult Education*. Special Issue. Vol. 11, 1959, No. 3.

70 LITERACY AND BASIC ELEMENTARY EDUCATION FOR ADULTS

This issue covers the literacy campaign undertaken in the Soviet Union from 1917 to 1940. The opening editorial indicates that most literacy workers are struck by the success of the adult literacy campaign "which led to the eradication of illiteracy in a large population within a short space of time." Attention is drawn to the fact that there is little available information in other than the Russian language describing the approach and methods followed in organizing their attack on adult illiteracy.

BOGDANOV, I. M. *Methods Employment in Teaching Arithmetic to Adults in the U.S.S.R. (1917-1940). Fundamental and Adult Education*, Vol. 12, 1960. No. 1, p. 20-40.

Presents several facts observed in teaching arithmetic to illiterate Russian adults as follows: (1) Even when unable to read and write, adult students had some understanding of numbers and were able to do mental calculations, sometimes with numbers of three or four figures; (2) teachers were inclined to overestimate the above knowledge since the adult illiterate was able to make calculations only with familiar objects or measurements; and (3) teachers needed infinite tact and a good knowledge of psychology to be able to give the pupil a reply that would not make him less anxious to study but would inspire a still greater desire to acquire the knowledge he needed.

CHARQUES, R. D. *Soviet Education: Some Aspects of Cultural Revolution*. Day to Day Pamphlets, No. 12. London: Hogarth Press, 1932.

Since the end of 1930, adult education has been compulsory throughout the Soviet Union. Describes a two- or three-shift school program. The doors

are open from 8:30 a.m. to 12:30 p.m. as a primary school; from 1:00 p.m. to 5:00 p.m. as a technicum, and from 6:00 p.m. to 10:30 p.m., as a school for adult workers who, as of 1932, were devoting substantial time to learning to read and to write.

DU SAUTOY, PETER. *The Organization of Follow-Up Literature for Mass Literacy Campaigns. Fundamental and Adult Education*, Vol. 8: 7-11, Jan. 1956.

Discusses the main problem facing the literacy campaign organizer in underdeveloped countries—the lack of an effective distribution system for follow-up literature. Describes follow-up efforts through distribution of government statements, free hand out leaflets, and inexpensive books.

IVANOVA, A. M. *Curricula and Syllabuses of the Schools for Illiterate and Semiliterate Adults. Fundamental and Adult Education*, 11:144-153, 1959. No. 3.

Discusses objectives of the adult schools in the U.S.S.R. These schools prepare adults for active and responsible participation in industrial, social, and political life by developing their abilities to speak, read, and write in their native language; and to make simple calculations. Covers the following topic headings: Curricula, syllabuses, organization of studies, and examinations.

———. *Guidance on Teaching Methods Given to Teachers Engaged in the Literacy Campaign. Fundamental and Adult Education*, 11:182-185, 1959. No. 3.

Describes how in "wiping out" illiteracy among the adult population in Russia, the teachers of elementary and secondary schools played an important role, teaching adults to read and write

as well as instructing and guiding literacy campaign volunteers. These volunteers had no special pedagogical training and knew little of teaching methods, but knew the people in areas assigned to them, making it easier to draw illiterates and semiliterates into the educational projects. Also describes the need and function of seminars, primer aids, and special magazines for teachers of illiterate adults.

———. Organization of Education for Illiterate and Semiliterate Adults. *Fundamental and Adult Education*, 11:141-153, 1959. No. 3.

Describes two types of schools: (1) Schools for illiterates offering the equivalent of the first two grades of elementary school, and (2) schools for semiliterates corresponding to the four grades of elementary school. Discusses the value of publicity work among adult illiterates in order to draw them into the schools; indicates that many adults did not believe they could learn to read and write. Registration and classification procedures are described for day or night classes. Says information gathered in the process of registering illiterates made it possible to estimate "the approximate time needed to abolish illiteracy in every farm, village, and town."

———. Organization of the Campaign to Abolish Adult Illiteracy in the U.S.S.R. *Fundamental and Adult Education*, 11:131-140, 1959. No. 3.

Discusses the following topics: Literacy of the population in Tsarist Russia; the decree of the abolition of illiteracy in the Russian Socialist Federated Soviet Republic; and institutions and public organizations which conducted the campaign to abolish adult illiteracy. Indicates eagerness of all organizations to carry out the program in the best

and most expeditious way—Republics, regions, districts, schools, teachers, and pupils vied with each other to do a better job, to eradicate illiteracy and semiliteracy, among workers in industry, on State farms, youths of premilitary age, collective farmers, women engaged in "social work," and all trade union members in towns and industrial settlements, within a limited space of time.

———. Survey of the Literacy Campaign in the U.S.S.R. *Fundamental and Adult Education*, 11:186-192, 1959. No. 3.

Indicates the state of literacy based on the national census conducted in Russia in 1939 and released by the Central Economic Accounts Bureau of the State Planning Commission of the U.S.S.R. It is of interest to note that the figures indicating percentages of literates include persons 9 years of age and older.

———. Textbooks and Study Aids for Illiterates and Semiliterates. *Fundamental and Adult Education*, 11:173-181, 1959. No. 3.

Traces the development of study materials through organized competition for the best primers, readers, and arithmetic books for illiterate and semiliterate adults, launched by the People's Commissariat of Education of the Russian Federation in the early part of 1919. Cites other and more recent educational materials designed both for oral work in class and for homework.

KING, BEATRICE. *Russia Goes to School: A Guide to Soviet Education*. London: William Heinemann, Ltd., 1948, p. 119-130.

In Chapter X, *Adult Education* (p. 119-130), the author indicates that almost the whole population between 8 and 50 years was made literate by 1948 but that authorities in Russia "are not content to have almost the whole

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population literate nor are they content with the bare skills of reading and writing."

KLINE, G. L. Education Toward Literacy in Russia. *Current History*, 35:17-21, July 1958.

Highlights the organized efforts of volunteer teachers and the planned literacy campaign designed to eliminate illiteracy in Russia.

NAR, NINA. The Campaign Against Illiteracy and Semiliteracy in the Ukraine, Transcaucasus, and Northern Caucasus: 1922-1941. (p. 139-159). In *Soviet Education*. George L. Kline, ed. London: Routledge & Kegan Paul, Ltd., 1957. 192 p.

Emphasizes the climate of urgency which surrounded the problem of "liquidating" illiteracy and semiliteracy in the early days of the Russian revolution when the decree on the subject of illiteracy was issued December 26, 1919. Describes the role of the volunteer teacher wherever education for the masses was set up in the schools, club-rooms, dormitories of seasonal workers, local trade union offices, hospitals, co-operative stores, in refinery shops, and factories.

NATIONAL EDUCATION ASSOCIATION. *A Firsthand Report on Soviet Schools*. Washington: Division of Travel Service, National Education Association, 1960. 63 p.

Based on a trip through the Union of Soviet Socialist Republics by a group of 64 American educators. Includes a brief section on adult schools, evening school, and correspondence programs in Soviet Russia.

NAUMOV, N. Adult Education in the Union of Soviet Socialist Republics. *Fundamental and Adult Education*, 9:135-140, (1957) No. 3.

Tells in a brief article of the growth and development of adult education in the Union of Soviet Socialist Republics. Describes the Government campaign launched by decree in 1919 in which all citizens 8 to 50 years old were obliged to learn to read and write in Russian or their mother tongue. Indicates that as early as 1926, 51.1 percent had become literate, and by 1939 the figure rose to 81.2 percent. Between 1920 and 1940, approximately 50 million illiterates were taught to read and write. Discusses secondary schools for young workers and peasants, and speaks of the entire system of cultural services for adults, aimed at meeting their various cultural needs.

PINKEVITCH, ALBERT P. *The New Education in the Soviet Republic*. New York: The John Day Co., Inc., 1929. 403 p.

Chapter II, *The Educative Process: The Educational System of Soviet Russia*, gives information about the second division of the Russian educational system, embracing numerous institutions for the training of adults. Concentrates on education of the young, but includes description of schools for teaching, reading and writing for adults, various schools for adults, Soviet party schools, workers' facilities, and communist universities.

UNESCO. *Fundamental and Adult Education*. Vol. 9, 1957. No. 3.

This issue includes several articles on adult workers' education, on secondary schooling and institutes for adults in various countries including the U.S.S.R.

U.S.S.R. Council of Ministers, Central Statistical Administration, *The National Economy of the U.S.S.R.: A Statistical Compilation*. Moscow: The State Statistical Publishing House, 1956. 271 p. Processed. (On file at the Library of Congress.)

This handbook covers the range of the Soviet economy. One section entitled "Culture" gives enrollment figures in Soviet institutions at various academic levels and the number of teachers, specialists, scientific workers (researchers), and schools of different types and levels.

VOSKRESENSKY, V. D. *Methods of Teaching Reading and Writing to Adults. Fundamental and Adult Education* 11:154-172, 1959. No. 3.

Discusses the significance of method, traits and characteristics of adult pupils in literacy classes in Russia. Describes methods of teaching adult beginners to read and write. Explains the role of the teacher and the hundreds of thousands of volunteers who assisted in the task of literacy education and regarded "their coaching as social work."

EUROPE AND SPECIFIED BRITISH COMMONWEALTH COUNTRIES

United Kingdom of Great Britain

Great Britain's Ministry of Education. *Reading Ability: Some Suggestions for Helping the Backward*. Pamphlet #18. London: His Majesty's Stationery Office, 1950. 51 p.

Chapter 7, *The Illiterate Adult*, describes the preliminary education course in the British Royal Army; makes brief mention of the teaching of civilian illiterates in evening institutes, and in prisons and Borstals (where classes are compulsory and held during the day time.)

SHAWYER, R. C. *The Army Fights Illiteracy. Adult Education* (British Quarterly), 17:74-83, December 1944.

Description of British Army Adult Elementary Education Program, subjects covered, numbers taught, syllabus and instructional material developed, and achievements.

SMITH, W. O. LESTER. *Education in Great Britain*. Second ed. London: Oxford University Press, 1956. 205 p.

Author describes what the British consider to be their ideals, principles, and aims in education. This historical development of their system is discussed including the role of religion in the school, the curriculum followed, the relation of school and State, types of schools, and community education.

UNITED KINGDOM, Ministry of Education. *Government Publications*. Sectional List No. 2. Revised. London: Her Majesty's Stationery Office, 1956. 28 p. (Available from British Information Services, 30 Rockefeller Plaza, New York 20. Photostat copies of out-of-print current documents can be obtained at prices quoted on application.)

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Catalogs may be inspected at British Consular Offices.)

List is devoted primarily to recent publications and a selection of only the more important statutory Rules and Orders and Statutory Instruments relating to educational subjects. References relate to such subjects as general acts; grant regulations; primary and secondary education; further education; teachers, including pensions, salaries, and training; scholarships and awards; health and welfare; physical education; finance; school construction; UNESCO; film strips; and science museums.

Canada

DOMINION OF CANADA BUREAU OF STATISTICS. *Illiteracy and School Attendance*. Census Monograph No. 5. Ottawa: J. O. Paten-taude, I. S. O., Printer to the King's Most Excellent Majesty, 1937. 177 p.

A study based on the Census of 1931 and supplementary data. Gives a picture of illiteracy in Canada during the thirties.

LESAGE, JEAN. Education of Eskimos. *Canadian Education*, 12:44-48, June 1957.

Curriculums are adapted to special conditions and needs, and vocational training is offered to adults in sparsely populated northern Canadian territories outside provincial boundaries.

France

DUMAZEDIER, JOFFRE. *Television and Rural Adult Education: The Tele-Clubs in France*. Paris: UNESCO, 1956. 276 p.

Gives a full account of an experiment and the conclusions reached by a research team whose purpose was to bring the fruits of the French experiments in television to governments, educators, and to persons responsible for television services throughout the world. Follows the progress of studies in other regions with a view toward what would be useful in less favored countries in the future.

UNESCO. Clearing House Department of Mass Communication. *Television and Tele-Clubs in Rural Communities: An Experiment in France*. By Roger Louis and Joseph Rovin. Reports and Papers and Mass Communication, No. 16. Paris: UNESCO, July 1955. 23 p.

Gives a complete picture of the development of the French tele-club movement since its inauguration. These programs, dealing with agricultural and general rural problems, were designed with adult education objectives in mind.

Italy

Illiteracy in Southern Italy. *Catholic Educational Review*. 55: 108-13, February 1957.

Gives a picture of illiteracy in Southern Italy, its extent and problems involved in reducing illiteracy among the people.

UNESCO. *Education in Italy*, By Enzo Petrini. UNESCO Education Abstracts, Vol. 11. No. 6. June 1959.

Presents a study of the educational system in Italy. Describes the vigorous campaign being conducted against illiteracy.

LATIN AMERICA

General Information

ARCHER, CLIFFORD P. Education in Latin and South America. *Phi Delta Kappan*, 38:415-420, June 1956.

Included are reports on illiteracy and school enrollments; also a general discussion on the administration of public education and of elementary, secondary, and teacher education in Latin America.

Inter-American Seminar on Literacy and Adult Education Summary Report. Occasional Papers in Education, Paris: UNESCO, 1950. 41 p.

Report summarizes problems and progress in area of literacy education.

MILOR, JOHN H. Middle Education in Latin America. *The California Journal of Secondary Education*, 31:432-435, November 1956.

A superintendent of schools in California presents a general view of college preparatory, industrial, normal, and other post elementary education in Latin America. Notes the trend toward education for all.

PAN AMERICAN UNION, División de Educación, *La Educación*. Vols. 1, 2, and 3. Washington: the Union, 1956. (Quarterly in Spanish.)

Published to provide orientation assistance to educators in the American republics and to facilitate exchange of information. The first issue contains articles on primary, normal, and universal education; the second deals with the teaching of social sciences; and the third discusses fundamental education.

Pan American Union. *Segunda Reunión Interamericana de Ministros de Educación, Lima, Peru, 3-9 de Mayo de 1956: Acta Final*. Washington: the Union, 1956. 58 p.

The program and final act of the Second Inter-American Conference of Ministers of Education of the Organization of American States are included. Eradication of illiteracy, primary education, teacher training, school building, school administration, and fundamental and rural normal education are subjects discussed.

Bolivia

CLAURE MONTANO, TORIBIO. In Rural Bolivia: Indians Take to School. *Américas*, 8:20-23, December 1956. (Published in English, Spanish, and Portuguese.)

Discusses the changing attitude of the Bolivian Indian toward education, as reflected in the development of the Warisata Rural Normal School operating under the Inter-American Cooperative Education Service.

GROVES, EDWIN D. Industrial Arts Education in Rural Bolivia. *Industrial Arts and Vocational Education*, 45:247-253, October 1956.

The author, a specialist in visual instruction, describes activities of the rural Division of the Inter-American Cooperative Service in Bolivia; discusses the 11 years of work with rural workers. Author discusses the development, techniques, planning, initiation, and administration of the industrial arts program for youth and adults.

MEDINACELY, VICTOR M. The Teacher's Function in Community Work, Bolivia. *Fundamental and*

Adult Education, 9:85-89, April 1957.

Tells the story behind the plan to fight the ignorance and backwardness which has kept the South American Indian in poverty, sickness, and serfdom. Outlines the main achievements of fundamental education seminars held under the auspices of the Ministry of Rural Affairs in 1952. Describes the place of literacy campaign that makes up a large part of the responsibility of the rural teacher.

Brazil

SPERB, DALILLA C. Elementary Education Versus Illiteracy in Brazil. *Teachers College Record*, 58:169-174, December 1956.

In her discussion of illiteracy in Brazil, the author gives particular attention to the lack of teachers, the public schools, transportation, difficulties in enforcing compulsory laws and lack of communication facilities.

Caribbean Area

MARIER, ROGER. *Social Welfare Work in Jamaica: A Study of the Jamaica Social Welfare Commission*. Monographs on Fundamental Education, No. VII. Paris: UNESCO, 1953. 166 p.

Reports experiences of the Jamaica Social Welfare Commission with special programs concerned with illiteracy, co-operatives, housing, educational cinema, and other important social and economic problems.

CARIBBEAN COMMISSION, Central Secretariat. *Education in the Caribbean*. Port-of-Spain, Trinidad: Kent House, 1956. 115 p. Processed.

Includes papers on education in relation to the community and related documentation of the Caribbean Commission/UNESCO Joint Technical Confer-

ence on Education and Small Scale Farming, Trinidad, Oct. 6-15, 1954. Papers discuss instructional materials, the school in relation to the community, teacher training, administration, and financing: community education, including adult education; and educational research.

UNESCO CARIBBEAN COMMISSION. *Fundamental, Adult, Literacy and Community Education in the West Indies*. Educational Studies and Documents 1955, No. XV. By H. W. Howes. Prepared for the West Indian Conference, 6th Session, Puerto Rico, 1955. Paris: UNESCO, 1955. 79 p.

Brief section under "Literacy," p. 14-16, puts emphasis upon the place and value of the literacy campaign. Describes literacy as one means in the fundamental education of the individual and the community rather than an end in itself.

UNESCO. *Fundamental Adult, Literacy and Community Education in the West Indies*. Educational Studies and Documents No. 15. UNESCO, Paris: UNESCO, 1955. 79 p.

Presents a brief social anthropological sketch of the region; outlines the history and status of fundamental, literacy, adult, and community education in the Caribbean; and offers suggestions relating to the expansion of existing or future programs.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. Office of Education. *Educational Trends in the Caribbean: European Affiliated Areas*. By Charles C. Hauch. Bulletin 1960, No. 26. Washington: U.S. Government Printing Office, 1960. 153 p.

Brief section on adult education (p. 140-141) reports activities in education for adults in some areas in the Caribbean do not appear to have changed substantially since 1944 when a number of centers for adult education and rural education were first established . . . there is room for marked expansion.

Costa Rica

Instituto Interamericano de Ciencias Agrícolas. *Qué es el Instituto Interamericano de Ciencias Agrícolas*. Turrialba, Costa Rica: el Instituto, 1956. 26 p.

A description is given of the Inter-American Institute of Agricultural Sciences under the Organization of the American States and of the programs of study offered.

PRIETO, F. LUIS B. *Informe Sobre la Capacitación de los Maestros No Titulados en Costa Rica*. Report No. 4. Paris: UNESCO, 1956. 20 p.

The report discusses both the inservice training program for nonlicensed teachers in Costa Rica developed under the Technical Assistance Program of UNESCO, and the organization of an institute for this training.

Cuba

CASTRO DE MORALES, LILIA. *Impresos Relativos a Cuba*. La Habana: Biblioteca Nacional de Cuba, 1956. 370 p.

This supplement to the standard List of Books Relating to Cuba prepared by the Library of Congress in 1898; contains some 2,000 entries covering materials from 1762 to 1955.

DECANIZARES, ANA E. UNESCO Associated Projects—XII: Methods of Teaching Adults

to Read and Write in Cuba. *Fundamental and Adult Education*, 9: 32-38, January 1957.

Emphasizes the importance of teaching adults to read under a method based on established scientific principles. Describes the plan of research developed for studying the extent to which methods and principle applied to children could apply to illiterate adults in Cuba (i.e. fostering certain attitudes and habits and developing certain capacities).

Dominican Republic

RUIZ COEN, PROSPER, and MARY A. LITTLE. *Algunas Ideas Sobre Enseñanza*. Ciudad Trujillo: Servicio Cooperativo Interamericano de Educación (SCIDE), 1956. 58 p. Processed.

This series of letters written to a young teacher in the Dominican Republic gives suggestions for teaching in rural normal schools.

Haiti

COOK, MERCER. Recent Developments in Haitian Education. *Education*, 76:611-617, June 1956.

The author of *Education in Haiti* (Office of Education Bulletin 1948, No. 1) presents a historical background of Haitian education and a summary of recent developments including adult, rural, vocational, and teacher education.

Education in Haiti, by Mercer Cook. Federal Security Agency. Office of Education Bulletin 1948, No. 1. Washington: U.S. Government Printing Office, 1948. 90 p.

Contains a brief section about evening and part-time schools. Author saw no serious attempt at that time to

launch a serious campaign to stamp out illiteracy. Discusses language barriers and desirability of teaching all classes to read, write, and speak in "the same language"—French or Creole.

Education in the Republic of Haiti, by George A. Dale. U.S. Department of Health, Education, and Welfare. Office of Education Bulletin 1959, No. 20. Washington: U.S. Government Printing Office, 1959. 180 p.

In chapter 7, Adult Education, the author outlines the aims and objectives of a program of education for adults as stated in the law establishing the general administration of adult education. Describes the adult education centers, gives enrollment figures, and traces progress from 1943 through 1951.

HAITI. DIRECTION GENERALE DE L'EDUCATION NATIONALE. *L'Effort du Gouvernement dans le Domaine de l'Education Nationale*. Port-au-Prince: le Direction, 1956. 195 p.

Primary, rural, secondary, vocational, and higher education are discussed. A section on adult education is included.

Haiti. Section de l'Enseignement Rurale, *Revue d'Education Rurale*. Port-au-Prince: le Direction, June 1956. 165 p.

The purposes of rural education in Haiti are discussed, taking into consideration the population increase and the agrarian economy.

Mexico

GARDNER, C. H. Mexico's Campaign Against Illiteracy. *Social Education*, 13:277-278, October 1949.

The story of one nation's attack upon illiteracy. Tells how three million non-Spanish speaking Indians were taught to read and write.

GRIFFIN, PAUL, and RAYMOND, JOSEPH. People and Soil in Mexican Education. *Mexican Life*, 32: 23-49, February 1956.

Highlights of Mexico's educational development from preconquest days to the present are brought out, with emphasis on the rural scene.

HUGHES, LLOYD H. *The Mexican Cultural Mission Programme*. Monographs on Fundamental Education, III. Paris: UNESCO, 1950. 76 p.

A survey of the fundamental education work in progress in Mexico. Describes its strengths and weaknesses.

Learn and Live: A Way Out of Ignorance for 1,200,000,000 people. Paris: UNESCO, 1951. 32 p.

Description of UNESCO's International Language Centre at Patzcuaro, Mexico to train teachers of fundamental education in Latin American countries.

UNESCO. *New Horizons at Tzentzenhuaro: One Year of Work at a Fundamental Education Centre for Latin America*. Paris: UNESCO, 1953.

Cites examples of progress in a Mexican village fundamental education community centre (Tzentzenhuaro) served by trained leaders. Tells how this regional improvement project has brought increased knowledge, health, and happiness to large numbers of Latin Americans.

LITERACY PROGRAMS ABROAD

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. OFFICE OF EDUCATION. *Education in Mexico*. By Marjorie C. Johnston. Bulletin 1956, No. 1. Washington: U.S. Government Printing Office, 1956, 135 p.

Background material on the people, economic conditions, and the political and educational history of Mexico provide information on preprimary, primary, secondary, vocational, teacher, and higher education. Contains charts and tables on school enrollments, number of schools, colleges and universities, and courses of study offered. Bibliography lists publications that should be useful to those adult educators who serve many nationalities.

Nicaragua

GARCIA, MAX H. MINANO. The Rio Coco Pilot Project in Fundamental Education, Nicaragua. *Fundamental and Adult Education*, 9:78-84, April 1957.

Reports on the fundamental education pilot project to improve social and economic living conditions in the 48 communities on the banks of the Rio Coco. The project is carried on under Government direction with contributions from independent private national organizations and UNESCO technical assistance funds.

Paraguay

AGETON, ARTHUR A. Good Partnership in Paraguay. *The Department of State Bulletin*, 35: 847-854, November 1956.

The U.S. Ambassador to Paraguay gives a general description of its people, cooperative programs between the United States and Paraguay, future plans for technical aid, and educational and cultural programs.

RAINE, PHILIP. *Paraguay*. New Brunswick: Scarecrow Press, 1956. 443 p.

Study report includes a brief statement on the current educational situation and on the development of education in other historical periods in Paraguay.

Peru

KLEMER, ELIZABETH J. Experiences with Public Education in Peru. *Education*, 76:623-629, June 1956.

This summary of Peruvian education places some emphasis on Point Four efforts.

Venezuela

BOSEMBERG, H. W. Teachers of Teachers: OAS Training Center in Venezuela Sets Off Educational Chain Reaction. *Américas*, 8:14-18, March 1956. (Published in English, Spanish, and Portuguese.)

Describes the Inter-American Rural Normal School established in Rubio, Venezuela under the Technical Cooperation Program of the Organization of American States to train rural normal school teachers and administrators for Latin American countries.

CARRUTHERS, B. F. Venezuela Tries Intensive Illiteracy Experiment. *School and Society*, 67:61-62, Jan. 24, 1948.

Tells of an intensive plan to put the ballot into the hands of everyone over 18, regardless of property or literacy, and to make the masses literate in the shortest possible time.

SECTION IV

Professional Leadership Development

Part I, *Some Background References and Materials for Teachers of Adult Elementary Classes*, lists a number of items limited to the "how" and "why" of adult learning. Certain of these references should be helpful to those engaged in teaching English as a second language, as well as to those teachers of adult elementary classes where techniques and materials must be adapted to meet local situations and demands. Some references describing several catalogs and directories are included.

Part II, *Classroom Materials Often Used in Adult Elementary Classes and by Teachers of English as a Second Language*, lists some of the materials reported to be suitable for use in classes for either beginning adult readers or those who are just beyond the beginning stage in learning the fundamental skills in reading, writing, and arithmetic. Large numbers of teachers and workshop leaders reported heavy reliance upon paperback books, readers, workbooks, leaflets, posters, pamphlets and illustrated texts designed to help the teacher to make classroom lessons as lively and varied as possible. Others report the use of suitable adaptations of existing materials on American heroes, customs and traditions, of simply written materials on mental hygiene, and simplified information on the arts and crafts. Many stories have been told of semi-illiterate adults who, although perhaps not regular users of library resources, borrow booklets and bulletin which are written in short paragraphs that are not "too wordy," "look easy," and are accompanied by simple illustrations or photographs. The leader is encouraged to examine the materials in order to determine the extent to which these listings may help meet the needs of the individual or group participating in adult elementary classes.

The items in Part II are listed without descriptive annotations, but subtitles (where appropriate) indicate categories such as readers, workbooks, textbooks, leaflets, and pamphlets.

Part III, *Developing and Distributing Literacy Education Materials*, lists selected references reported to be of interest to those engaged in the development and distribution of literacy education materials.

Part 1—Some Background References and Materials for Teachers of Adult Elementary Classes

ACE, P. W. A Remedial Teaching Scheme: Introducing a New Reading Method. *British Journal of Educational Psychology*. 26: 191-193, 1956.

Presents results of a controlled teaching experiment using two reading methods: a mixed method combining "look and say" sentence and phonic approaches, plus a new method called the Moxon method (essentially a visual phonic approach—an active method because the student "has to do everything himself"). The new method was considered to be the more effective among two groups retarded in reading.

AMERICAN ASSOCIATION FOR ADULT EDUCATION. In cooperation with the U.S. Department of Interior, Office of Education. *Manual for Teachers of Adult Elementary Students: A Revision of Manual for Teachers of Adult Illiterates*, by William S. Gray. Caroline A. Whipple, Mary L. Buyton, and Elizabeth C. Morris, compilers. New York: J. J. Little & Ives, Co. [1934.] 86 p.

Suggests techniques and methods of teaching "tool" subjects. Stresses need to adapt these suggestions to local conditions and needs. Indicates basic classroom materials for use with illiterate adults. Discusses organization, administration, and supervision of adult education; specific aims and organization of literacy instruction and outlines a program for adults of limited education. Out of print but available in many large libraries.

ANDERSON, IRVING H. Improved Adult Reading Through Visual

Aids. *Educational Screen*, 26: 195-197, 1947.

Emphasis is placed upon the motion picture and short exposure apparatus as valuable tools in improving adult reader abilities.

AXTELL, EMILY, and others. *Mastery of Reading in a Nutshell: A Shortcut to Literacy*. Available from Dorothy Lewis, 1318 Norville St., El Cerrito 6, Calif.

Authors of the Nutshell series present 36 lessons with a mastery test and language drills following each lesson. Handy booklet with carefully selected and well-arranged contents.

BELINGER, NINA JOY. *Methods in Adult Elementary Education*. New York: Charles Scribner's Sons, 1928. 185 p.

Describes the aims, conditions, methods, and materials in teaching English to the foreign- and the native-born adult elementary students.

BETTS, EMMETT A. *Foundations of Reading Instruction*. New York: American Book Co., 1954. 757 p.

Teachers of adult elementary classes should find in this book, much that may be useful to the reading teacher at all levels.

BINGHAM, WALTER VAN DYKE, and MOORE, BRUCE VICTOR. *How To Interview*. Fourth ed. John W. Gustad, collaborator. New York: Harper & Brothers, 1959.

This book has long been considered standard reading by those interested in interviewing. Incorporates research

findings on the interview since publication of the third edition in 1941.

BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Manual for Teachers of Adult Elementary Classes: 1949-1950 Series*. New York: Board of Education of the City of New York, 1950.

Manual for teachers of adult elementary classes published by the New York City Board of Education.

CASS, ANGELICA W., and CRABTREE, ARTHUR. *Adult Elementary Education: Teaching Methods and Practices*. New York: Noble and Noble, Publishers, Inc., 1956. 275 p.

A reference text filled with practical information on teaching methods, practices, and materials for use in adult education classes.

CLEVELAND PUBLIC SCHOOLS, Division of Adult Education. *Teacher's Manual. For Adult English and Citizenship Classes*. Cleveland, Ohio: Cleveland Public Schools, 1957. 88 p.

Manual for classes in English as a second language.

———. *Handbook Containing Suggestions for the Teaching of English and Citizenship to the Foreign Born*. By Ralph E. Crow. Cleveland, Ohio: Cleveland Public Schools, 1950. 45 p.

Handbook for teachers of those adults who are learning to read and write English.

CROW, RALPH E. *Manual for Teachers of Adult Elementary Classes*. Cleveland, Ohio: Cleveland Public Schools, Division of Adult Education, 1951. 52 p.

Presents materials and suggested procedures for teachers of adult elementary classes.

Easy Reading for Adults: Three Hundred Titles Helpful to Living in America. New York: The New York Public Library, 1954. 62 p.

Chosen by a workshop group at the Library, this book lists picture books, readers, and other materials.

Effective Pronunciation. Experimental Edition 1957. Detroit, Mich. Detroit Public Schools, Board of Education of the City of Detroit. Adult Education, 1957. 215 p. Processed.

Introduced on an experimental basis in adult classes in English for non-English-speaking people.

English Sentence Patterns: Understanding and Producing English Grammatical Structures. An Oral Approach. Ann Arbor: The University of Michigan Press. Revised, 1958. 724 p.

Serves as an aid to teachers of English as a second language.

FIGUREL, J. ALLEN, ed. *Reading for Effective Living*. International Reading Association Conference Proceedings, Vol. 3, 1958. New York: Scholastic Magazines, 1958. 208 p.

Part VI, Special Problems in Reading for Effective Living (p. 158-172), includes articles of interest to those engaged in teaching reading in English-speaking countries and those teaching English as a second language.

FRIES, CHARLES C., KITCHIN, AILEEN TRAVER, and FRENCH, VIRGINIA. *Syllabus for English*

Through Practice. Part I, Part II. N.Y.: Columbia Univ. Teachers College, Columbia. 1947.

A syllabus reported to be useful to teachers of English as a second language.

GATES, ARTHUR I. *Teaching Reading: What Research Says to the Teacher*, No. 1. Washington: Department of Classroom Teachers and American Educational Research Association of the National Education Association. 1953. 26 p.

Prepared as a guideline for the reading teacher.

GRAY, WILLIAM S. *Fundamental Education for All Peoples. Elementary School Journal*, 48: 464-466, May 1948.

Discusses the challenging task in fundamental education undertaken by UNESCO.

———, Ed. *Manual for Teachers of Adult Illiterates. Bulletin No. 2.* Washington: National Advisory Committee on Illiteracy, Subcommittee on Techniques, October 1930. 239 p.

Manual resulting from the first major educational study of its kind. Divided into three parts as follows: Organization of Illiteracy Classes; Content and Methods for Native-Born Illiterates; and Content and Methods for the Foreign-Born.

GRIFFIN, ELLA WASHINGTON. *Let's Help the Ten Million.* Washington: Educator's Washington Dispatch, 1950. 53 p.

Teacher's manual for *The Home and Family Life Series* for adults. Empha-

sizes some important aspects of the problem of teaching literacy skills.

———. *Manual of Instructions for Arithmetic Workbook.* Washington: Educator's Washington Dispatch, 1950. 28 p.

Manual for use in *The Home and Family Life Series*.

———. *Reading Placement.* Washington: Educator's Washington Dispatch, 1949.

Workbook is part of *The Home and Family Life Series*. Brief and informal reading placement test for use with functionally illiterate adults.

GUDSCHINSKY, SARAH. *Handbook of Literacy.* Revised ed. Norman: University of Oklahoma. Summer Institute of Linguistics, 1953. 85 p.

Guidebook for the literacy education teacher or administrator.

GUYTON, MARY L. *The Basic English Teaching Films. Adult Education Bulletin*, 7:118, April 1943.

Describes proposed use of Basic English films and their probable value.

Helping Readers Who Present Special Problems. Reading List. Prepared by the Adult Services Division, Association of Hospital and Institution Libraries, Audio Visual Committee, Public Library Association, Library Service for the Blind Round Table, and Young Adult Services Division of the American Library Association, 1959. 8 p. Processed.

Lists equipment for use with the handicapped, aids to reading improvement, books on reading techniques and read-

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ing improvement, and easy readings for adults and young adults.

Introductory English for Adults. Hato Rey, Puerto Rico: The Commonwealth of Puerto Rico. Department of Education. Adult Education Program, 1956. Processed.

Linguistic content is primarily for industrial workers. Includes drawings to supplement materials and lists with Spanish or Portuguese translations.

KARLIN, ROBERT. Learning and Remedial Materials. *Education*, 78:33-34, 1957.

Indicates wide acceptance of specially prepared materials for students who have reading problems. Should be useful to adults who have failed to develop reading ability due, in no small measure, to "poor learning climate."

KEMPFFER, HOMER. *Adult Education Activities of the Public School.* Report of a Survey, 1947-1948. Pamphlet No. 107. Washington: U.S. Government Printing Office, 1949. 21 p.

Report of a survey of public school adult education activities as of 1947-48.

KENWORTHY, LEONARD S., and KENWORTHY, THOMAS L. *Free and Inexpensive Materials on World Affairs.* New York: Brooklyn College, 1959. 73 p. (Available from World Affairs Materials, Brooklyn College, Brooklyn 10, New York.)

A bibliography divided into five sections as follows: (1) The World (General) (2) United States Foreign Policy, (3) Special Materials for Teachers and Group Leaders, (4) Regions of the World and Individual Nations, and (5)

The United Nations and World Government.

KIDD, J. ROBIE. *How Adults Learn.* New York: Association Press, 1959. 324 p.

Furnishes guidelines for teachers who help adults reach educational goals through formal study.

KOTINSKY, RUTH. *Elementary Education of Adults: A Critical Interpretation.* (Studies in the Social Significance of Adult Education in the United States No. 26). New York: American Association for Adult Education, 1941. 205 p.

Covers scope of program, the students, literacy instruction materials, naturalization and Americanization, teachers and supervisors, and effectiveness of the program.

KOTTMAYER, WILLIAM *et al.* *Every Reader Library.* St. Louis, Mo.: Webster Publishing Co., 1947.

Adapted classics with vocabulary placed at the easy fourth-grade level. Titles include Dickens, Doyle, Poe, and Scott.

LADO, ROBERT, and FRIES, CHARLES C. *Lessons in Vocabulary; an Intensive course in English by the English Language Institute Staff.* Ann Arbor: The University of Michigan Press, 1956. 144 p.

Primarily aimed toward students of English whose native language was Spanish.

LAUBACH, FRANK C. *Reading Readiness Charts and Stories.* Reading and Writing Program

Series, "Streamlined English," WKNO-TV, Memphis, Tenn. New York: Frank C. Laubach, 235 East 22d Street, n. d.

A bound series of charts adapted for use in the television class entitled "Streamlined English," offered at WKNO-TV, Memphis, Tenn.

———. *Teaching the World To Read: A Handbook for Literacy Campaigns*. New York: Committee on World Literacy and Christian Literature, Foreign Missions Conference of North America, 1947. 246 p.

Emphasis on the Laubach method and experience with simple phonetic languages.

LONG, PAUL E. *Teaching With the Flannel Board*. Philadelphia: Jacronda Manufacturing Co., 1957. 32 p.

Helpful booklet will aid the teacher who depends upon the visual approach. Available from the publisher at 5449 Hunter St., Philadelphia.

LOS ANGELES CITY SCHOOLS. *Education at the Adult Level: Outline Course of Study in Elementary Subjects Grades I-IV*. Los Angeles, Calif.: Los Angeles City Schools, 1956. 32 p. Processed.

Course outline prepared with the help of adult education teachers, principals and supervisors covers specific content of various subjects commonly taught in elementary grades 1 through 4 at the adult level.

MCCLINTOCH, G. M. S. *Aid to Reading for Adults*. Ann Arbor, Mich.: Edwards Brothers, 1934.

Three volumes: Book 1, Primary, provides a vocabulary to meet daily needs; Book 2, Intermediate, increases the vocabulary useful in school, public and business situations; and Book 3, Advanced.

MORRIS, ELIZABETH C. *Teachers' Manual for Use with Adult Adventures in Reading*. New York: E. P. Dutton & Co., Inc. 32 p.

A manual of practice exercises for use of adult elementary students as a way of making independent reading simpler and more attractive. Bibliography lists books of fiction, adapted classics, biographies, and Bible stories.

NATIONAL ADVISORY COMMITTEE ON ILLITERACY. *Manual for Teachers of Classes of Illiterate Adults: Tentative Suggestions*. Bulletin No. 1. Washington: The Committee, (Subcommittee on Techniques). January 1930. 44 p.

Out of print but can be seen at some libraries. Outlines procedures for organizing the literacy campaign, locating illiterates and organizing literacy classes. Lists fundamental skill subjects to be covered in adult elementary classes.

NATIONAL ASSOCIATION OF PUBLIC SCHOOL ADULT EDUCATORS. *When You're Teaching Adults*. Washington: The Association, 1959. 24 p.

Practical tips for teachers of adults. Topics covered: How to get the first class session underway; how to involve students in planning adult education activities; where to find supplementary teaching aids; how to make best use of a textbook; what method to use for what purpose; and how the teacher may evaluate his own effectiveness.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION, Committee on the Teaching of Arithmetic. *The Teaching of Arithmetic*. Nelson B. Henry, ed. 50th yearbook. Chicago: The University of Chicago Press, 1951. 303 p.

Deals with teaching at all educational levels from preschool instruction to secondary schools. A treatise on the psychopedagogy of arithmetic.

NELSON, LOWRY. *Rural Sociology*. New York: American Book Co., 1948. 567 p.

Especially useful to the city worker whose daily activities either bring him into contact with persons from rural areas, or where effective interagency cooperation depends upon the development of adequate appreciations of rural life, rural concepts, mores, and institutions.

OSBORNE ASSOCIATION, AND CORRECTIONAL EDUCATION ASSOCIATION. *Instructional Materials for Adult Prisoners*. Part I: English, 1949, 24 p. Part II: Arithmetic, 1950. 19 p. Part III: Science, 1951. 18 p. Part IV: Social Studies, 1951. 31 p. New York: Osborne Association.

Lists graded instructional materials for adult prisoners in correctional institutions. Available at the Osborne Association, 114 East 30th St., New York 16. The Correctional Education Association is an affiliate of the American Correctional Association located at 135 East 15th St., New York 3.

Our Illiterates. *Newsweek*. 53:66, March 30, 1959.

Indicates the scope and nature of the problem of illiteracy and its negative effect upon the economy, and upon mili-

tary and manpower needs. Mentions expansion of public literacy education program facilities in California, South Carolina, Michigan, New Jersey and a private oil company's interest and investment in meeting costs of literacy instruction for 1,450 of its employees in East Baton Rouge Parish, La.

OWENS, A. A., and SHARLIP, WILLIAM. *Elementary Education for Adults*. Philadelphia: John C. Winston Co., 1943. 126 p.

Presents 60 short lessons related to daily activities. Moderate progression.

PARATORE, ANGELA. *English Exercises: English as a Foreign Language*. Form A. New York: Rinehart and Co., 1958. Not paged.

Intended for a person who is beyond the beginning stage of learning the fundamentals of English. Provides type of repetitive drill which is needed to learn to use English actively as in speaking or writing.

PUBLIC SCHOOLS OF BALTIMORE MARYLAND. *Experimental Work Book in Arithmetic: Division of Whole Numbers for Instruction of Adults. Part I*. Baltimore, Md.: Public Schools, Division of Adult Education, 1953. 107 p.

Workbook to aid in supplying materials for teaching students who are doing work of elementary grade level in adult education classes. Attempts to present lifelike situations in the problems thereby aiding the adult student by alerting him to the need for learning the fundamentals of long division.

READE, INEZ E. *Words Difficult for Foreigners to Pronounce*. Albany: The University of the State of New York. The State Educa-

tion Department. Bureau of Adult Education. n.d. 3 p. Processed.

Lists words difficult for foreign students to pronounce, emphasizing need for drill on the silent b, c, g, h, k, l, n, p, s, t, th, and silent w.

Resource Materials in Civic Education for Adult Elementary Classes. Revised ed. New York: Board of Education of the City of New York, 1958. 146 p.

Part 1: Beginners Classes; Part 2: Intermediate Classes; Part 3: Advanced Classes. Serves as guide to resource materials suitable for civic education for adults who are studying at the elementary level.

SIEGLE, PETER E. The Adult Learner. *Adult Leadership*, 3, 9: 16-18, March 1955.

Discusses learning ability and the learning process. Deplores failure of educators to regard education of the adult as "something different from that of a child." Advocates continued consideration of the high value of experience adults bring to the classroom.

———. Mountains, Plateaus, and Valleys in Adult Learning. *Adult Education*, 4:146-150, March 1954.

Discusses levels of learning, and kinds of learning. Emphasizes complexity levels, plateaus, and typical patterns of learning.

SNOW, ROBERT H. *Community Adult Education: Methods of Organizing and Maintaining Learning Opportunities for Men and Women.* New York: G. T. Putnam's Sons, 1955. 170 p.

Guidebook for leaders and supervisors of adult education activities. Suggests methods for appraising community

needs, marshalling resources, and organizing for effective community action. Extremely helpful to those who work at the operating level where adult education is, or can become, a cooperative community service.

Sounds of English Difficult for Spanish-Speaking Children. New York: New York City Board of Education, Bureau of Speech Improvement, Recording Committee No. XTV21389.

Helpful recording for teachers of English as a second language.

SPACHE, GEORGE D. *Good Reading for Poor Readers.* Champaign: Ill., Garrard Press, 1958. 168 p.

Lists books that teachers have found not only useful for reluctant readers, but that may help solve the problem of finding specific books for those with particular reading abilities, interests, and problems. Author believes that interest (although a potent force in determining reader's reactions to books) cannot transcend a serious lack of basic reading skill in pupils of all ages.

SPAULDING, SETH. Fundamental Education and the Foreign Language Teacher. *Hispania*, 36: 158-163, May 1953.

Indicates that fundamental education and foreign language education have much in common. Defines fundamental education as "simplified education that gets at what is basic, in terms of the needs of the individual."

STEVICK, EARL W. *Helping People Learn English.* New York: Abingdon Press, 1957. 138 p.

Handbook for persons preparing to teach English as a second language. Presents the concepts of scientific linguistics and educational psychology as they apply in teaching English as a foreign language.

SULLIVAN, H. B., and TOLMAN, L. *High Interest—Low Vocabulary Reading Materials*. n.d. 132 p.

A selected booklist by grades for 1-7 grades inclusive. Item available through Boston University School of Education, 332 Bay State Road, Boston 15.

TRAGER, GEORGE L., and SMITH, HENRY LEE, JR. *An Outline of English Structure*. Norman: University of Oklahoma, 1951. 92 p. (Order from The American Council of Learned Societies, 2101 R Street, NW, Washington, D.C.)

An outline of English structure; of value to the teacher of adults.

U.S. DEPARTMENT OF AGRICULTURE, FEDERAL EXTENSION SERVICE. *How to Make and Use a Flannelgraph*. By Gertrude L. Power. Washington: The Department, 1950. Not paged.

Brief how-to-do-it brochure about the flannelgraph which is growing in popular use as a supplement to the conventional chalkboard. Not available in bulk supply, but single copies may be secured from the Department upon request.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. OFFICE OF EDUCATION. In cooperation with the Committee on Literacy and Fundamental Education of the Adult Education Association of the U.S.A. *Fundamental Education: The What, How, Where, and Why of It*. Prepared by Ambrose Caliver. Washington: U.S. Government Printing Office, 1953. Reprinted 1958. 12 p.

Pamphlet discusses the following important questions: What are some conditions demanding fundamental education? How should the concept of fundamental education be broadened? Where are the major problems of fundamental education found? Indicates how the purposes of fundamental education are being carried out. Charts and graphs depict major needs and some of the effects of illiteracy upon the people of the Nation and of the world.

Units for the Teaching of Practical English to Puerto Rican Emigrants: Industrial Workers. Hato Rey, Puerto Rico: The Commonwealth of Puerto Rico, Department of Education, Adult Education Program, 1955. Processed.

Teaching units provide Puerto Rican emigrants with notions of basic practical English which they may need for a satisfactory stay in the United States. Gives them a general idea of the American way of life through information about the different habits and customs.

———. *Agricultural Workers*. Hato Rey, Puerto Rico: The Commonwealth of Puerto Rico, Department of Education, Adult Education Program, 1955. Processed.

A processed document compiled for the use of the teacher of Puerto Rican agricultural workers. One of a series focusing upon workers in various occupations.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, OFFICE OF EDUCATION, EDUCATIONAL MATERIALS LABORATORY. *Teaching Aids for Developing International Understanding*. Washington: The Laboratory, 1956. Processed.

A series of annotated lists of materials for classroom teachers and others interested in materials about other countries. References to pamphlets; nonfiction books for adults and children; periodical articles; and sources of maps, flags, and audiovisual aids.

U.S. DEPARTMENT OF THE INTERIOR, Bureau of Indian Affairs. Branch of Education. *Suggested Goals for Adult Education*. Washington: The Bureau, 1959. 84 p. Processed.

Several of the goals emphasize the school and the adults working together in the interests of children, and improving the learners competence in the fields of health and safety, personal economics, and citizenship. Can be examined at the Department of the Interior, Washington, D. C.

WAR DEPARTMENT. *Army Reader*. Technical Manual. TM 21-500. Washington: The Department. May 14, 1943. 148 p.

Out of print but available for review in the Department of the Army Library, the Pentagon, Washington 25, D. C. or through interlibrary loan facilities of larger libraries.

———. *Teacher's Guide to Instructional Materials for Special Training Units (DST-M3)*. May 21, 1943. Washington: U.S. Government Printing Office, 1943. 26 p. (Available for review at the Department of the Army Library, the Pentagon, Washington 25, D.C.)

Indicates procedures for placement of illiterate students; describes supplementary materials and visual aids used with *The Army Reader*. Contains specific suggestions for instruction in

handwriting, arithmetic, and information relevant to the everyday needs of the soldier.

WELMERS, WILLIAM E. *Spoken English as a Foreign Language: Instructor's Manual*. Washington: American Council of Learned Societies, 1935, 27 p.

Accompanies the series of textbooks prepared under the auspices of the Committee on the Language Program of the Council.

WHIPPLE, CAROLINE A. *English as a Foreign Language*. New York: Committee for Refugee Education, Inc., 1946. 62 p.

Concise treatment of teaching English to foreign-born adults.

———, and others. *Manual for Teachers of Adult Elementary Students*. A Revision of the Manual for Teachers of Adult Illiterates, by W. S. Gray. Washington: U.S. Office of Education and American Association for Adult Education, No date. 186 p. (Out of print but available in many libraries).

Specific suggestions on methods, procedures, organization, and supervision of adult elementary classes.

WILSON, MEREDITH C., and GALLUP, GLADYS. *Extension Teaching Methods and Other Factors That Influence Adoption of Agricultural and Home Economics Practices*. Extension Service Cir. 495. August 1955. Washington: U.S. Department of Agriculture, Federal Extension Service, 1955.

Reports findings pertaining to the adoption of Extension Service practices

among farmers and homemakers. Information is given indicating age and previous educational training of the learner; size of farm, tenure and location of farm or home; socioeconomic status of the farmer and homemaker; contact with extension workers; and other factors such as race, nationality, religion, employment of married women, and communication and transportation facilities available. Says "the degree to which adults expose themselves to extension sources of agricultural and home economics information is likely to be proportionate to their educational training when young . . . further evidence of the influence of motivation upon learning."

WITTY, PAUL. Principles of Learning Derived from the Result of the Army's Program for Illiterate and Non-English Speaking Men. *Adult Education Bulletin*, 11:131-136, June 1947.

Emphasis on psychology of adult learning.

———, and GOLDBERG, SAMUEL. The Use of Visual Aids in STU's in the Army. *Journal of Educational Psychology*, 35:82-90, 1944.

Describes visual aids used in Army classes for illiterate soldiers such as textbooks, flash cards, training films, filmstrips with illustrated instructor's references, pictures, posters, cartoons, maps, diagrams and charts, actual objects and models, sand tables, and topographic models.

———, and SIZEMORE, ROBERT A. Phonics in the Reading Program: A Review and an Evaluation. *Elementary English*, 32: 355-371, 1955.

Although this article is focused on childhood education, there is much of

value here for those who teach reading in adult elementary classes.

Catalogs and Directories

Audio Books Co., 501 Main Street, St. Joseph, Mich.

Transcription recordings of the New Testament in the King James Version and Catholic edition, and the Old Testament. Also issues *Literature for Listening*.

Audiofile. Box 1771, Albany 1, N.Y.

Record reviewing service on 3x5 cards. Published 10 times a year, it includes synopsis, appraisal, and suggested audiences and uses. Available to libraries at \$25 per year from Audiofile.

Caedman, 277 Fifth Avenue, New York 16.

Catalog of spoken recordings available. Selections include authors own recordings (more than 40 writers and poets), classics of the English language (poetry, prose, plays), children's records, biblical and religious recordings, and documentaries. Texts for many recordings available at a small cost.

Elementary Teachers Guide to Free Curriculum Materials. 16th Annual Edition. Randolph, Wis.: Educators Progress Service, Department CER.

"Complete up-to-date annotated schedule of selected maps, bulletins, pamphlets, exhibits, charts, and books."

The Equitable Life Assurance Society of the United States. *Health Educational Materials for Assurance of a Fuller Life*. Catalog. New York: The Society, 393 Seventh Avenue, New York, N.Y. Issued periodically.

Describes inexpensive booklets, leaflets, posters and supplementary health education materials dealing with topics that should interest literacy classes.

Folkway Records and Service Corporation, 117 West 46th St., New York 36, N.Y. *Folkways Spoken Word Recordings*. Catalog. 31 p.

A handy checklist of *Folkways* authentic folk music on long-playing records and the books associated with them.

Free and Inexpensive Learning Materials. 9th ed. Nashville, Tenn.: George Peabody College for Teachers, 1959. 256 p.

With few exceptions no item listed costs more than 50 cents.

Jam Handy Organization, 2821 East Grand Boulevard, Detroit 11, Mich.

Issues catalog of instructional materials.

Libraphone, Inc., 10 East 44th St., New York 17, N.Y.

Sixteen albums available in the following categories: Travel-adventure, humor, inspiration, detective-mystery, etc. Prices available upon request.

SMITHSONIAN INSTITUTION. Traveling Exhibition Service. *Traveling Exhibitions—1960-1961: Catalog*. Washington: Smithsonian Institution. 40 p. Issued annually.

Lists a variety of traveling exhibitions available to any non profit organization in the fields of painting and sculpture, drawings and prints, oriental art, architecture, design and crafts, folk art and indigenous art, photography, and children's art.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, OFFICE OF EDUCATION. *Education Directory*. Washington: U.S. Government Printing Office, 1959. Issued annually in the following parts:

Part 1. Federal Government and States.

Part 2. Counties and Cities.

Part 3. Higher Education.

Part 4. Education Associations.

(Part 4, Education Associations, is often used by adult elementary teachers. Lists national and regional associations; State associations, foundations, religious organizations; and international organizations.)

Part 2—Classroom Materials Often Used in Adult Elementary Classes and By Teachers of English As a Second Language

ABC American English Charts and Teacher's Manual. A manual and new visual aid for teaching English as a second language. By Nancy McNulty. New York: American Book Company, 1960. Manual (20 p.). For teen charts specially packaged in a binder that converts into an easel.

Adult Education Series Filmstrips. Distributed by Stanley Bowmar Co., Inc., Valhalla, New York.

The following filmstrips are available for teachers of literacy and adult elementary classes: (1) Know Your School; (2) Know Your Public Library; (3) Know Your Community; and (4) Enjoy Your Community.

BALTIMORE PUBLIC SCHOOLS. Department of Education, Division of Adult Education. *Our Annapolis.* Professional Study Activities No. 302. By Anthony J. Unitas. Baltimore, Md.: The Department, September 1954. 53 p. Processed.

———. *Our Baltimore.* September 1953, 64 p. Processed.

———. *Our Washington.* 1952. 40 p. Processed.

———. Part I—Public Schools. *Experimental Work Book in Arithmetic: Division of Whole Numbers for Instruction of Adults.* 1953. 107 p. Processed.

BOGGS, RALPH S. In collaboration with Robert J. Dixon. *English Step by Step With Pictures.* New York: Noble and Noble, Publishers, Inc. for Latin American Institute Press, Inc., 1956. 207 p. Illustrated texts.

Carter-Sono-Speller. *Workbook and Spelling Tablet.* Book I. Prepared by Katherine Pollard Carter. Bay City, Tex.: The Author. Not dated. 180 p.

CASS, ANGELICA W. *Everyday English and Basic Word List for Adults.* New York: Noble & Noble, Publishers, Inc., 1960. 58 p.

Arranged in units or lessons suitable for adult elementary classes. Contains a basic list of essential English words to help the adult student to read, write, spell and converse with confidence and proficiency.

———. *How to Be a Wise Consumer.* Facts for Purchasers. New York: Oxford Book Co., Inc. 1959. 174 p.

———. *How We Live.* Adult Education Series Book I for Beginning Students. New York: Noble and Noble Publishers, Inc., 1949. 148 p.

———. *Your Family and Your Job.* Adult Education Series Book 2. New York: Noble and Noble Publishers, Inc., 1948. 71 p.

CASS, ANGELICA W.; HAYES, MARY; and THOMAS, LYDIA E. *First Patrol and Other Stories*. Simplified fourth-grade level Digest stories for adults. Adult Education Reader (Level A.). Pleasantville, N.Y.: *Reader's Digest*, 1954.

———, and ROSENFELD, JEANNETTE. *Write Your Own Letters*. Useful for adult students interested in everyday letter writing or business communications. New York: Noble and Noble, 1950. 64 p.

CLENDENING, FRANCES, and LOWER, M. C. *Mastering English*. An elementary Exercise Book for Foreigners. New York: The Macmillan Co., New York. 1941.

CLEVELAND BOARD OF EDUCATION, Division of Adult Education. *Lessons in English for Adults*. English 1B. Adult Education Bulletin, Series 1, Number 7. Cleveland, Ohio: The Board of Education, not dated. 16 p. Processed.

———. *Material for Use in Intermediate Classes*. By Bessie R. Dixon, 1936-1937. Revised and Combined by Gladys Hughes and Rose Cherney, September 1948. 43 p. Processed.

———. *Material for Use in Intermediate Classes: Lessons on Driving an Automobile*. By Carolina H. Rogers. Cleveland, Ohio: The Board of Education, September 1953. 6 p. Processed.

DIXSON, ROBERT J. In collabora-

tion with Maria D. Andujar. *Complete Course in English*. Book I. New York: Noble and Noble, Publishers, Inc., 1955. 286 p.

———. *Complete Course in English*. Book 2. Emphasis on Conversation. New York: Noble and Noble Publishers, Inc., 1955. 318 p.

———. *Direct English Conversation for Foreign Students*. Revised ed. Book I, and Book II. New York: Noble and Noble, Publishers, Inc. Distributed for Latin American Institute Press, Inc., 1949. 130 p.

Educational Services. *Beginner's Book for English as a Second Language*. Educational Services, 1730 Eye St., NW, Washington 6, 1952.

English Language Research, Inc. *Learning the English Language*. New York: Houghton Mifflin Co., 1949.

GIBSON, C. M., and RICHARDS, I. A. *First Steps in Reading English*. New York: Pocket Books, Inc., 1957. 164 p.

GRAY, WIL LOU, and KOHN, ERIN. *Opening the Door to Reading*. Practical adult vocabulary. Fourth ed. Columbia, S. C.: The State Co., 1944. 44 p.

GUYTON, MARY L., and KIELTY, MARGARET E. *From Words to Stories*. Simple English for men and women. New York: Noble and Noble, Publishers, Inc., 1951. 83 p.

Home and Family Life Series. Published by Educator's Washington Dispatch, New London, Connecticut. Distributed by Arthur C. Croft Publications, New York City. Produced by the Project for Literacy Education under the sponsorship of Federal Security Agency, Office of Education, with the financial assistance of the Carnegie Corporation of New York. The complete series published in 1949 is listed as follows:

1. A Day With the Brown Family. Basic Reader 1. 36 p.
2. Making a Good Living. Reader 2. 32 p.
3. The Browns at School. Reader 3. 32 p.
4. The Browns and Their Neighbors. Reader 4. 16 p.
5. Reading Placement. 4 p.
6. Learning to Read Better Workbook. 36 p.
7. The Arithmetic Workbook. 66 p.
8. The Language Workbook. 36 p.
9. Reading Placement Manual: Workbook Guide, Lesson Plans for Readers. 32 p.
10. Let's Help the Ten Million: Teacher's Manual. 72 p.

HUEBENER, THEODORE, and FINOCCHIARO, MARY. *English for Spanish-Americans.* New York: Henry Holt, New York, 1950.

INTERNATIONAL LADIES GARMENT WORKERS UNION, Educational Department. *Elementary English Reader*, by Simon Beagle. Lessons in English for beginners. New York: ILGWU, 1953. Processed.

An elementary reader prepared at the request of the Educational Department of the Union to meet the need "for basic graded elementary curric-

ulum material in English especially written for non-English speaking trade unionists." Can be used as a self-study guide or in a classroom situation.

JOHNSON, JULIA E. *Comp. Basic English.* General discussion of basic English; lists of stories. New York: H. W. Wilson Co., 1944. 234 p.

KING, HAROLD V. *Irregular Verbs.* Lessons and oral drills in the Important English Verb Forms. Washington: Washington Publications, 3915 Military Road, NW, Washington 15, 1955.

KOTTMAYER, WILLIAM, and others. *Everyreader Library.* Adapted classics at fourth-grade level. St. Louis, Mo., Webster Publishing Co., 1947.

LADO, ROBERT, and FRIES, CHARLES C. *English Pattern Practices Establishing the Pattern as Habit.* An Intensive Course in English. Revised ed. Ann Arbor, Mich.: The University of Michigan Press. Revised 1958. 778 p.

LAUBACH, FRANK C. *Streamlined English Lessons: The New Easier Way to Learn To Read.* Laubach method. New York: Committee on World Literacy and Christian Literature, Foreign Missions Conference of North America, 156 Fifth Ave. 1945. 108 p.

———, *Teacher's Manual for Streamlined English.* Suggestions and guidelines for the teacher of adult elementary classes in Eng-

lish. N. Y.: The Macmillan Co., 1950. 103 p.

LING, S., MCCLAIN, C., and MITCHELL, M. E. *Family Life Reader*. A Beginning Reader for Adults. Atlanta, Ga.: Allen Jones and Co., 1938.

MCMANARA, MAXINE E., and MEHRENS, INEZ K. *Tilly The Tiger and How She Came to Washington*. Suitable for adults with limited reading ability. Washington: National Aviation Education Council, 1955. 31 p.

MACAVOY, CLARISSA H. *English in Pictures: First Steps in Reading English*. Albany, N. Y.: Fort Orange Press, 1937. 50 p.

———, *The First Drill Book in Reading English for Men and Women*. Albany, N. Y.: Fort Orange Press, 1933. 166 p.

MASON, J. D., and O'BRIEN, G. E. *A Practical Reader for Adults*. Simple text with manual. Boston: D. C. Heath and Co., 3 vols. Book 1, Primary, 1931. Book 2, Intermediate, 1945. Book 3, Advanced, 1946.

Massachusetts Department of Education. *From Words to Stories*. Text to develop reading ability of adult illiterates. Prepared by Mary L. Guyton and Margaret E. Kielty. Boston: The Department, 1945. 32 p.

MITCHELL, ELIZABETH G. *Beginning American English*. A conversational approach for the student of English. Englewood

Cliffs, N. J.: Prentice-Hall, Inc., 1957. 247 p.

———, EVA CORNELIA. *Workbook in Learning to Read Better*. Washington: Educator's Washington Dispatch, 1950.

MORRIS, ELIZABETH C. *Adult Adventures in Reading*. Practice Exercises for Adult Elementary Students. New York: E. P. Dutton and Co., Inc., 1939. Reprinted 1950. 264 p.

NATIONAL AVIATION EDUCATION COUNCIL, WASHINGTON: The Council, Planning and Advisory Board.

(1) *Jets*. A pictorial booklet. September 1953. 31 p.

(2) *Look to the Sky*. A picture book of aviation. August 1953. 32 p.

North Carolina. Department of Public Instruction. *Highway Safety Series*. Illustrated lessons for adult illiterates. Publication Nos. 215, 216, and 223. Raleigh, N.C.: State Superintendent of Public Instruction, 1939-40. Three volumes: Book 1, Highway Signs; Book 2, The Driver Studies His Test; and Book 3, The Driver Takes His Test.

———. *Home Series*. Illustrated vocabulary lessons. Publication Nos. 213, 214, and 222. Raleigh, N.C.: State Superintendent of Public Instruction, 1939-40. Three vols.: Book 1, Our Home; Book 2, Our Home, Our Family, Our Friends; Book 3, Our Home Day by Day.

PALMER, HAROLD E. New Method Series. *English Practice Books*, Book I. Elementary Oral Exercises. New York: Longmans, Green & Co., Inc. London and New York, 1948.

PFEIFFER, G., and PFEIFFER, L. *Language Through Pictures: English, French, Spanish*. DeLuxe Edition, Garden City, N.Y.: Garden City Publishing Co. 1948.

Readers Digest Reading Skill Building Series. Reading Levels Grade 3, Grade 4, Grade 5, and Grade 6, available from Reader's Digest Educational Service, Inc., Pleasantville, N.Y.

REJALL, ALFRED E. *Four Thousand Commonly Used English Words for a Basic Reading Vocabulary and a Selective Spelling List*. For use as a spelling book or vocabulary building. Albany, N.Y.: Orange Press, 1954. 76 p.

RICHARDS, I. A. *Basic English and Its Uses*. Basic method for teaching English as a second language. New York: W. W. Norton & Co., Inc. 1943. 143 p.

———, *English Through Pictures*. First named The Pocket Book of Basic English. A self-teaching pocket book. New York: Pocket Books, Inc., 1951. 334 p.

———, *Words On Paper: First Steps in Reading*. Cambridge, Mass.: English Language Research, Inc., 1943. 42 p.

RICHARDS, I. A., and others. *A First Workbook of English*. Based

———. *Learning Basic English*. A Practical Handbook for English Speaking People. New York: W. W. Norton and Co., Inc., 1945. 105 p.

on the Pocket Book of Basic English. Cambridge, Mass.: English Language Research, 1946. 80 p.

———, *A Second Workbook of English*. Based on the Pocket Book of English Through Pictures. Cambridge, Mass.: English Language Research, Inc., 1950. 83 p.

RIDDLESBORGER, ADA, and others. *Easy English Exercises*. New Edition. Yonkers-On-The-Hudson, New York: World Book Co., 1956. 310 p.

ROBERTSON, M. S. *Learning and Writing English*. Practice exercises with textual material. Austin, Tex.: The Steck Co., 1950. 125 p.

———, *Veterans' Reader*. Simple reading selections based on adult interests and concerns with exercises. Austin, Tex.: The Steck Co., 1951. 27 p.

ROSE, ROBERT F., and others. *Reading and Writing for Adults*. Text-workbook for illiterates. Oklahoma City, Okla.: The Economy Co. 1936. 96 p.

SCHUELER, HERBERT, and others. *Practical American English*. New York: Longmans, Green & Co., Inc., 1956.

SMITH, H. A., and KING, I. L. *I Want to Read and Write*. Aus-

tin, Texas: The Steck Co., 1950. 125 p. Practice lessons with textual material.

SWAIN, ETHEL. *Practical First Reader for Adults*. Revised edition. Large print beginner's text. Berkeley, Calif.: Sather Gate Book Shop, 1938. 85 p.

Syracuse University. *Reading for You: Publications Series*. By Robert S. Laubach, ed. Syracuse, N.Y.: School of Journalism, Syracuse University, 1959. Series available as follows:

1. *Trouble and the Police*. 1959. 15 p.
2. *Customs and Courtesies in the United States*, 1959. 16 p.
3. *Why You Need Insurance*. 1959. 12 p.
4. *How to Find a Job*. 1951. 16 p.

Teaching Aids for use in adult elementary classes available as follows:

1. *The Basic Sight Vocabulary Cards*, by E. W. Dolch.
2. *New Type Picture-Word Cards*, by E. W. Dolch.
3. *Group Word Teaching Game*, by E. W. Dolch. Available from Garrard Press, Champaign, Illinois.
4. *Webster Word Wheels*. By William Kottmeyer. (Blends, suffixes, prefixes). Available from Webster Publishing Co., St. Louis, Mo.
5. *Phono-Word Wheels*. Set 1: Initial sounds; Set 2: Prefixes; and Set 3: Suffixes. Available from The Steck Co., Austin, Tex.

THORNDIKE, E. L., and BARNHART, C. L. *Beginning Dictionary*. New York: William R. Scott, Inc., 8 West 13th St., New York 11.

TOLBERT, MARGUERITE, and others. *Letter Writing For You*. Columbia, S.C.: State Department of Education. 1947. 111 p.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. *Bill Davis Gets a Social Security Card*. Washington: The Department, 1957. 13 p. Illustrated booklet explaining social security.

UNITED STATES DEPARTMENT OF INTERIOR, BRANCH OF EDUCATION. BUREAU OF INDIAN AFFAIRS, WASHINGTON 25, D. C.

The following Indian Adult Education program publications and teaching materials are available for review and examination in the Department of Interior Library, in the Branch of Education, Bureau of Indian Affairs and in the collections of some state libraries:

I. ADULT EDUCATION SERIES. NOT DATED.

- A Good Home*. Prepared for the Adult Education Pilot Study — Seminole Group. 43 p.
- Annual Budget*. Cattlemen's Association Indian Cooperative. 23 p.
- Before You Buy Your Car*. By Ann Nolan Clark. Illustrations by Earl C. Intolubbe. 12 p.
- Better Land Can Make Better People*. By Ann Nolan Clark. Illustrations by Earl C. Intolubbe. 21 p.
- Buying and Selling Word Books*. Book No. 3. By Ann Nolan Clark. 9 p.
- Measurement Terms*. Book No. 8. By Ann Nolan Clark. 11 p.
- Tools for Measurement*. Book No. 9. By Ann Nolan Clark. Illustrations by Earl C. Intolubbe. Not paged.
- Your Child is in Public School*. By Ann Nolan Clark. Illustrations by Earl C. Intolubbe. 22 p.

II. ADULT EDUCATION PROGRAM BOOKS

Fort Hall Adult Education Program

Land
Law and Order
Letter Talks
Old Age Assistance
Public Assistance
Your Drivers' License
Your Tribal Council

Gallup Area Adult Education Program

A Family
Budget Making
What Food Does For Us

Mississippi-Choctaw Adult Education Program

A Good Home
Driver Training
How to Use the Bookmobile
Letter Writing—A Handbook for Teachers
Meetings
Parent-Teacher Relations
Planning for the Self-Employed
Planning for the Self-Employed (Practice Book)
Taxes

Montana Adult Education Program

A Safe Home
School Bus Safety

Papago Adult Education Program

Cows Give Us Food
Good Food Habits
Good Foods
Good Home Habits
My Community
Our Family
Papago Trading Post
Safe Drinking Water
Stories About Letters
The Cowboy and His Work
Village Life
Water (& Water Series Cards)
When the Rains Come
Writing Letters

Reno-Sparks Adult Education Program

The Why and How of Budgeting

Seminole Adult Education Program

A Good Home
Annual Budget
Arithmetic Learnings (Workbook)
Banking
Before You Buy Your Car
Better Land Can Make Better People
Buying and Selling
Buying and Selling (Word Book)
Care of the Teeth

Common Cold
Diarrhea
Financial Responsibility Law
Financial Statement
First Aid in the Home
Good Health and Good Grooming for Women
Government and Leaders
Group Organization
Hookworm
How to Get a Job and How to Keep a Job
Installment Buying
Measure
Measurement Terms
Money
Muck Itch
Name and Address
Pediculosis
School
Spending and Saving (Word Book)
Tools for Measurement
What I Must Know as a Member of my Craft Guild
When You Drive this is the Law
Your Child is in Public School

Tacoma Adult Education Program

The Clock
Through the Day

III. ADULT EDUCATION PROGRAM CHART SERIES

A Good Home
Family Budget
Family Government
Flies
Home Safety
Parent-Teacher Relations
Tools & Equipment (Conversation Charts)
We Make a Garden
We Need Clean Privies
We Talk (Conversation Cards & Reading Chart)
What Foods Do for Us

WALPOLE, HUGH R. *Foundations of English for Foreign Students*. Chicago: University of Chicago Press. 1946.

WRIGHT, AUDREY L., and MCGILLIVRAY, JAMES H. *Let's Learn English*. New York: American Book Co., 1955.

You and the Post Office. Baltimore, Md.: U.S. Post Office, 1958. Not paged. Story of the mail service.

Part 3—Developing and Distributing Literacy Education Materials

PRODUCTION AND MARKETING ASPECTS

BOOK MANUFACTURERS INSTITUTE, INC. *Helpful Aids in Book Production*. New York: The Book Manufacturers Institute, Inc., 1953. A manual.

Includes sections on trade terms, conditions, practices, and planning for book production. Appendixes include working tools, such as type gauges, half-tone screen determinator, and paper weight equivalentors scale.

BURNS, DONALD. The Development of a Production Unit. *Fundamental and Adult Education*, 6:14-18, January 1954.

Discusses practices and procedures useful in the development of a unit under technical assistance programs responsible for production of materials for a national campaign against illiteracy.

GRANNIS, CHANDLER B. *What Happens in Book Publishing*. New York: Columbia University Press, 1957.

A handbook on book publishing. Includes sections on trade book publishing, children's book publishing, textbook publishing, religious book publishing, technical, scientific, and medical publishing, university press, mass market paperbacks, and book clubs.

GRIFFIN, ELLA. Writing Graded Textbooks for Literacy Training. *Fundamental and Adult Education*, 6, 3:102-108, July 1954.

This article is part of a series which examines the different educational and

technical problems involved in producing literature for illiterate and neoliterate adults.

GUDSCHINSKY, SARAH C. Recent Trends in Primer Construction. *Fundamental and Adult Education*, 11:67-96. 1952, No. 2.

Discusses primer planning, procedures for primer construction and cites examples of a complete primer series in 19 different languages.

LASKY, JOSEPH. *Proof Reading and Copy Preparation*. New York: Mentor Press, 1954.

A manual on how to prepare copy for the printer, who can then produce a finished product which is both accurate and that follows the author's intent.

LAUBACH, FRANK C., and LAUBACH, ROBERT S. *Toward World Literacy*. Syracuse, New York: Syracuse University Press, 1960.

Divided into two parts: Part 1, *Teaching Illiterates*; and Part 2, *Writing for New Literates*. Includes an extensive bibliography and sources of information.

LAUBACH, ROBERT S., and others. *Periodicals for New Literates: Editorial Methods* (Reports and Papers on Mass Communication No. 22). Paris: UNESCO, 1957.

UNESCO handbook provides guidance for preparation of periodicals to fit needs of those unable to read "standard" newspapers, magazines, and books. UNESCO plans to publish case his-

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tories and a book on problems of small printing plants in underdeveloped countries, including plants for printing simple periodicals.

MELCHER, DANIEL, and LAR-RICK, NANCY. *Printing and Promotion Handbook*. Second ed. rev. New York: McGraw Hill, 1956.

A reference book. Includes complete information on all kinds of printing processes, duplication methods, preparation of copy, and other technical information regarding printing and promotion.

Reading Material for New Literates. *Fundamental and Adult Education*, 9:13-29, January 1957.

Describes problems behind the creation of reading materials for new literates. Briefly discusses results of a survey of readers' interest in the Gold Coast area. Factors to be considered in the production of materials are medium, readers' interest, authorship, simplification, and distribution and sales.

RIGOLO, S. D. The Role of an Audio visual Aids Production Center in Fundamental Education. *Fundamental and Adult Education*, 9:173-178, 1957 (No. 4).

Descriptive accounts of the procedures used in the development and production of posters, pamphlets, booklets and other graphic materials as examples of visual aids easily produced in a center where government printing facilities are available. Indicates importance of "interpretation" or preview of study films and filmstrips to interpret the "sense" of the film rather than seen as purely a task of translation of words.

ROBERTS, BRUCE. The Functions and Organization of a Literature Bureau. *Fundamental and Adult Education*, 7, 4:142-147, October 1955.

Presents some general conclusions from experience in Africa and the South Pacific. Describes some materials produced by literature bureaus.

SHULKA, P. D. Production of Literature for Adults. *Fundamental and Adult Education* 8:2-7, Jan. 1956.

Discusses the Indian Ministry of Education's program for "The Production of Literature for Adults"; tells how it expanded from a small project designed to bring out model booklets for neoliterates in Hindi and developed into an effort supplying literature for the masses.

SPAULDING, SETH, ed. *Book Marketing and Distribution in the United States*. A memorandum prepared for the UNESCO regional seminar on book marketing, Madras, India, October 1959. Available from the editor, Educational Media Branch, U.S. Office of Education, Washington 25, D.C.

A series of papers by leaders in the book industry. Includes sections on trade book marketing, mass market, textbook distribution, advertising and promotion in publishing, and encyclopedia marketing.

———, and WHITE, DAVID MANNING, eds. *Publishing for the New Reading Audience*. Rangoon: The Burma Translation Society, 1958. 183 p.

Report of the Burma Committee of the UNESCO regional seminar on the production of reading material for new literates, held in Rangoon, Burma, Oct. 28-Nov. 30, 1957. Includes sections on preparation of the manuscript, editing, marketing, layout and design, and testing the publication. Contains a bibliography on publishing, by the National Book League, London.

UNESCO. How To Promote the Free Flow of Information. *UNESCO Chronicle*, 7,5:184-187, May 1961.

Tells how international circulation of educational, scientific, and cultural materials is hampered by tariff and trade restrictions on newsprint, recordings, radio receivers, and other imports through currency exchange controls and licensing systems. Suggests ways to increase the free flow of information in approximately 70 percent of the countries of the world.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, Office

of Education. *Writers' Handbook for the Development of Educational Materials*. By Barbara Nolen and Delia Goetz. Bulletin 1959, No. 19. Washington: U.S. Government Printing Office, 1959. 183 p.

A writers' handbook emphasizing overall planning, fitting materials to the curriculum, developing writing techniques and other factors contributing to the ever-continuing need for adequate and appropriate educational materials at home and abroad. A final chapter tells how to organize a writers' workshop.

DEVELOPING EFFECTIVE MATERIALS: SOME SELECTED READINGS

BARKER, R. E. *Books For All: A Study of International Book Trade*. Paris: UNESCO, 1956. 102 p.

Chapter 6, Language and Literacy, covers translations, language blocs, domestic output and translations, and literacy within languages. A list of associations of publishers, booksellers, libraries and periodicals appears in the appendix.

DALE, EDGAR. Audio-Visual Materials in Educational Work With Adults. *Fundamental and Adult Education*, 9:168-173, 1957. No. 4.

Describes an experiment financed in 1926 through 1929 by Eastman Kodak Company using a definite teaching plan set up as a 12-week experiment.

———, and CHALL, JEANNE. Developing Readable Materials. In *Adult Reading*. Chicago: National Society for the Study of Education Yearbook. No. 40, Part II. 1956.

Indicates the principles and techniques involved in the development of "readable" materials.

DUSAUTOY, PETER. The Organization of Follow-Up Literature for Mass Literacy Campaigns. *Fundamental and Adult Education*, 8:7-11, January 1956.

Indicates how the lack of an effective distribution system for follow-up literature becomes the main problem facing literacy campaign organizers in under-developed countries.

HIGH, STANLEY. Revolution Via the ABC's. *Readers Digest*, 67: 135-138, October 1955.

In today's war of ideas, the author reports that it is not enough merely to teach people to read, but that reading matter is needed which "will help them to help themselves and will increase their understanding of what freedom means." Describes 12 readers developed especially for India's new literates, translated into 13 of India's languages.

KEMPFER, HOMER. Simpler Reading Materials Needed for 50,000,000 Adults. *School Life*, 32:115-127, May 1950.

Reports results of a survey of the need for reading matter suitable for adults who might read more if they had access to simpler reading materials.

LORGE, IRVING. Word Lists as Background for Communication. *Teachers College Record*, 65:543-553, May 1944.

Discusses a major portion of the early research done on the process of reading. Stresses the idea that language, thought, and communication are "in a sense" blended in an inextricable, dynamic process.

NEIJS, KAREL. *The Construction of Literacy Primers for Adults*. Noumea, New Caledonia: United Nations South Pacific Commission, 1954. 113 p.

A handbook. Discusses principles of primer construction for adults.

———. Some Considerations on the Making of Adult Literacy Primers. *Fundamental and Adult Education*, 12:41-58, 1960. No. 1.

Outlines the main elements to be considered in primer construction.

RICHARDS, CHARLES G., comp. and ed. *The Provision of Popular Reading Materials: A Collection of Studies and Technical Papers*. Monographs on Fundamental Education—XII. Paris: UNESCO, 1959. 298 p.

Describes ways to make materials available to new readers in their own language at prices they can pay. Tells how to produce and distribute popular reading materials.

SPAULDING, SETH. Appraisal of Publication Effectiveness: Pre-Testing and Post-Testing. *Fundamental and Adult Education*, Volume 10, No. 3. 1958, p. 124-134.

Describes the evaluation of educational materials as a type of social research. Describes the importance of "an evaluation unit" and its place in an important materials program.

———. Communication Potential of Pictorial Illustration. *Audio-Visual Communication Review*, 4:31-46, winter 1956.

Reports results of a study carried out in Mexico and Central America "to discover the types of illustrations best suited for adult beginning readers."

———. Research on Pictorial Illustration. *Audio-Visual Communication Review*, 3:35-45, winter 1955.

A general review of research on the use of pictorial illustrations in printed material.

THORNDIKE, EDWARD L., and LORGE, IRVING. *The Teacher's Word Book of 30,000 Words*. New York: Teachers College, Columbia University, 1944. 274 p.

Standard reference useful to professional persons adapting vocabulary lists to requirements of the adult reader with little formal education.

UNESCO. *Periodicals for New Literates: Editorial Methods*. Reports and Papers on Mass Communication No. 22. Paris: UNESCO Clearing House, Department of Mass Communication, June 1957. 35 p.

Emphasizes the need for specially designed reading materials for new liter-

ates. Reports results of research and experience of a group of experts who traced the need for development of this type of reading material and how the need can be met. Contents: Part I, Some Editorial Problems of Preparing a Periodical For New Literates; Section I, Writing for New Literates, Section II, The Physical Appearance of the Periodical for New Literates, Part II, Newspapers for New Literates.

———. *Periodicals for New Literates: Seven Case Histories*. Reports and Papers on Mass Communications No. 24. Paris: UNESCO Education Clearing House. Department of Communication. November 1957. 56 p.

Describes experiences of seven agencies engaged in the publication of periodicals for new literates.

———. *Programs in the Production of Reading Materials for New Literates*. *Fundamental and Adult Education*, 9:10, April 1957.

Discusses plans to assist in the production of books and periodicals for new literates in Burma, Ceylon, India, and Pakistan, and to provide training for writers and producers of books.

———. *Reading Material for New Literates*. *Fundamental and Adult Education*, 9:13-29, January 1957.

Discusses literature producing agencies, choice of media, simplification of style and language, and distribution and sale of materials developed for new literates.

———. *Regional Seminar on the Production of Reading Materials: Final Report*. Rangoon, Burma. October 28 to November 30, 1957. Paris: UNESCO, June 13, 1958. Processed.

Reports results of a regional seminar of experts to consider the problems in production of reading materials intended for new literates.

SECTION V

Bibliographies

SEVERAL CURRENTLY AVAILABLE literacy education bibliographies have been included in this section. Many of these contain references to publications and reports of general interest to those engaged in adult elementary education. Other items refer to special materials and instructional aids useful primarily in the classroom, or in discussion groups and meetings concerned with the problems of undereducated adults.

Some of these bibliographies have been compiled by individual teachers and other professionally trained leaders. Others have been furnished by organizations and schools.

Most public libraries in the major cities where large numbers of foreign-born and native-born illiterates reside prepare lists of published, easy-to-read materials for adults with limited reading ability. Some of these lists have been included. Greater need has been expressed by teachers, librarians, and readers with limited education for interesting, colorful, adult picture books illustrated with good photographs and three-dimensional drawings. These interests range from child care and child rearing, homemaking, consumer economics, and Bible study to information about the space age.

In some instances, adult education materials listed in these bibliographies are well-illustrated and attractive in format. Many references are included which do not carry recent dates and are somewhat less attractive in format, but are reported to be still useful. The fact remains that professional users of literacy teaching materials are clamoring for new and up-to-date materials to satisfy the adult who has become accustomed to *seeing*, if not *reading*, streamlined and interestingly focused advertisements, slogans, and promotional materials in his daily life so clearly influenced by television, the daily newspaper, the Sunday supplements, slick paper magazines, the paperbacks, giant billboards, and employee news sheets.

General Bibliographies—Literacy Education

Annotated Bibliography of Materials for Teachers of Americanization and Literacy Classes. Columbus: Ohio State University, Division of Adult Education. Bureau of Educational Research and Service, 1958. 12 p.

Prepared for the use of teachers in Ohio schools and other agencies dealing with the problems of the illiterate and the foreign-born non-English-speaking adult.

Bibliography and Suggestions on the Teaching of English and Citizenship to Non-English-Speaking Adults: Teaching Suggestions and Lesson Plans. New York: Committee on Education, National Council on Naturalization and Citizenship. 1959. 23 p.

Lists background material for teachers; readings on integration and immigration; sections devoted to classroom texts and free materials. Available from The Committee at 509 Madison Ave., New York 22.

Bibliography of Recommended Material for Adults With Limited Reading Ability. By Jeannette Smith, comp. Memphis, Tenn.: Foundation for World Literacy, 1960. 57 p.

Annotated bibliography of books and other instructional materials for adults of limited reading skills. Based upon experience of several literacy education projects begun as TV program. Reading levels are indicated.

Bibliography on Puerto Ricans in the United States, by Clarence Senior, Chief, Migration Division,

Department of Labor, Commonwealth of Puerto Rico. 322 West Fourth St., New York 36. April 1959. 37 p. Processed.

Guide to useful references for persons whose activities require some knowledge of the Puerto Rican population in the United States.

BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Resource Materials in Civic Education for Adult Elementary Classes.* Curriculum Bulletin, 1957-1958 Series No. 7. New York: The Board of Education. 1958. 146 p.

Presents a program for teaching English and citizenship to foreign-born adults and to native-born adults who wish to complete their primary education. Provides resource materials which will help teachers to plan daily lessons, units of study, and the program for the year. Prepared as a supplement to the Manual for Teachers of Adult Elementary Classes, Curriculum Bulletin No. 2, 1949-50 Series.

CASS, ANGELICA W. *Americanization and Adult Elementary Education Bibliography.* Albany: The University of the State of New York, State Education Department, Bureau of Adult Education. 1960. 26 p.

Annotated lists of instructional materials for use with aliens, naturalized citizens, and undereducated native-born adults.

CLEVELAND OHIO PUBLIC LIBRARY, School Department. Adult Class Loan Division. *Books Available in Sets For Adult Elemen-*

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tary Groups. Cleveland: Public Library, September 1959. 6 p.

Indicates teachers manuals and a selection of titles not available in sets as well. Up-to-date listings for beginners, primary and intermediates, and advanced groups; supplementary reading.

D'AMICO, LOUIS A. *An Annotated Bibliography of Adult Literacy Training Materials.* Bloomington: Indiana University, Institute of Educational Research. 1954. 90 p.

Titles and materials useful in literacy training and instructional programs for adults with limited educational background.

DUNHAM, ARTHUR. *Community Development: A Working Bibliography.* Mich.: University of Michigan, School of Social Work. 1958. 19 p. Processed.

Annotated list includes about 100 selected references on community development of practical value to worker, students, and teachers concerned with community development in newly developing countries, in areas of the United States, and in other Western nations.

ENOCH PRATT FREE LIBRARY. *Adult Travelling Collection.* Staff Instruction Sheet. Baltimore: The Library, 1957. 4 p. Processed.

List of nonfiction books included in the Adult Travelling Collection which circulates from branch to branch for 6-month period of time. Supplement entitled "Readable Books for Adult Students" accompanies the initial list.

———. *Bibliography for Beginners in English.* Baltimore, Md.: Enoch Pratt Literature De-

partment Staff, September 1956. 4 p. Processed.

Lists collections of books and materials (1) for beginners who know some English, (2) for the more advanced student, (3) for German-speaking students, (4) for Spanish-speaking students, (5) for French-speaking students, (6) for Italian-speaking students, (7) for students who speak other languages, and (8) recordings for English language study.

———. *The Teaching of Adults.* List of Readings and Films Selected by Enoch Pratt Free Library. Baltimore, Md.: The Staff, 1955.

Printed list of readings and films on the subject.

FEDERAL SECURITY AGENCY, OFFICE OF EDUCATION. *Bibliography of Materials for Teaching English to Foreigners.* Bul. 1946, No. 20 Washington: U.S. Government Printing Office, 1946. 24 p. (Out of print, but available in some large libraries.)

FRANK, MARCELLA. *Bibliography of Materials for English as a Second Language.* Flushing, N. Y.: Queens College, English Language Institute, 1959. 20 p. Processed.

A recent comprehensive list of graded materials for teaching English as a second language. Divided into sections as follows: I, Grammar (American and British); II, Readers; III, Speech; and IV, Miscellaneous (idioms, spelling, vocabulary, tests, dictionaries, encyclopedias, and other teaching aids and materials for the teacher).

MOORE, CLARENCE D., and HENDRICKSON, ANDREW. *Anno-*

tated Bibliography of Materials for Teachers of Americanization and Literacy Classes. Columbus: Ohio State University, Division of Adult Education, Bureau of Educational Research and Service, 1958. 12 p.

Bibliography lists materials useful to those dealing with problems of the illiterate and the foreign-born learning English as a second language.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, OFFICE OF EDUCATION. *Annotated Bibliography for Teachers of English as a Foreign Language*, by Robert Lado. Bul. 1955, No. 3. Washington: U.S. Government Printing Office, 1955. 244 p.

Prepared for teachers serving in overseas installations and schools, but useful for those engaged in instruction in English as a second language in this country.

———, ———. *Studies in Comparative Education*, as listed below. Washington: U.S. Government Printing Office.

Bibliography: 1956 Publications, 1957. 47 p.

Bibliography: 1957 Publications, 1958. 97 p.

Bibliography: 1958 Publications, 1959. 111 p.

Bibliography: 1959 Publications, 1960. 118 p.

———, Division of International Education. Educational Materials Laboratory.

Keep Tab on The Lab: Reference List. Published periodically by the Laboratory as materials are acquired.

Describes a collection of texts and other educational materials in current use in United States schools, a group of trade books widely used by teachers, and supplementary reading materials most of which have been published within recent years. Includes professional books in the field of education.

———. *References for Teachers of English as a Foreign Language.* By Marjorie C. Johnston and Arno Jewett. Resources for Teaching English (Circular No. 401). Revised. Washington: U.S. Government Printing Office, 1956. 10 p.

References to aid teachers of English as a foreign language.

U.S. GOVERNMENT PRINTING OFFICE. *Facts About Education.* Price List and Order Form Washington: U.S. Government Printing Office, issued periodically.

Lists government publications available covering facts about education.

U.S. INFORMATION SERVICE, English-Teaching Branch Information Center Service. *Bibliography of Materials.* Washington: U.S. Information Service. Revised. 1959.

Lists materials for teachers including textbooks, audiovisual aids, tests, dictionaries, and literature for supplementary use in the classroom.

WALLACE, VIOLA. *Books for Adult Beginners, Grades I to VI.* Third edition. Chicago: American Library Association, 1954. 66 p.

Reference list includes readings for adult beginners from first-grade level through the sixth grade.

Selected UNESCO Bibliographies

UNESCO. Adult Education in Community Development. *Education Abstracts*, Vol. XI, No. 8, October 1959. Paris: UNESCO, 1959. 13 p.

Reviews materials in the general field of community development as they relate to adult education objectives and goals.

———. *Education for Community Development: A Selected Bibliography*. Educational Studies and Documents, No. 7. Paris: UNESCO, 1954. 45 p.

Selected bibliography on educational goals in the area of community development.

———. *Fundamental, Adult, Literacy, and Community Education in the West Indies*, by H. W. Howes. Educational Studies and Documents, No. 15. Prepared for the West Indian Conference, 6th Session. Puerto Rico, 1955, UNESCO Caribbean Commission. Paris: UNESCO, 1955. 79 p.

Brief section under "Literacy" (p. 14-16) describes past emphasis upon the place and value of the literacy campaign. Defines literacy as *one* means in the fundamental education of the individual and the community rather than an end in itself.

———. *Health Education: A Selected Bibliography*. Educational Studies and Documents. Paris: UNESCO, 1956, p. 1-46.

Prepared by the World Health Organization in collaboration with UNESCO, this bibliography contains references to

descriptive literature for readers throughout the world. The largest section is devoted to existing health education programs. Some publications on anthropology and sociology and their relationship to health education are included.

———. *Literacy Education: A Selected Bibliography*. Paris: UNESCO, Education Clearing House, 1950. 43 p.

Provides a descriptive guide to materials found useful in literacy work in various parts of the world. Section I: Organization of Literacy Campaigns and Methods of Instruction; and Section II: Materials for Literacy Teaching, Textbooks and Other Teaching Aids.

———. *Literacy Teaching: Selected Bibliography*. Educational Studies and Documents, No. 18. Paris: UNESCO, Education Clearing House, 1956. 48 p.

Over 200 titles are annotated within five sections as follows: I, Illiteracy, its Occurrence, Causes, and Remedies; II, Laws; III, Agencies, Plans, and Reports; IV, Methods of Teaching; and V, Provision of Reading Material. Includes index of over 60 countries and territories represented.

———. *Museums in Education*. *Education Abstracts*, 8, 2:1-28, 1956.

Dealing specifically with the museums in educational programs, 47 titles are annotated. All but seven of the items are in English. An essay of the educational role of museums by Molly Harrison of the Geffrye Museum, London, precedes the bibliography.

———. *Museum Techniques in Fundamental Education*. Educational Studies and Documents, 17:1-55, 1956.

Two essays and a bibliography suggest that principles useful in explaining complex problems and concepts visually and simply to museum visitors can be modified and applied to illiterate populations.

———. *Periodicals for New Literates: Editorial Methods*. Reports and Papers on Mass Communication No. 22, Robert S. Laubach and others. Paris: UNESCO, 1957. 35 p.

Discusses some editorial problems of preparing periodicals and newspapers for new literates.

———. *Periodicals for New Literates: Seven Case Histories*. Reports and Papers on Mass Communication. No. 24. Paris: UNESCO, 1957. 56 p.

Complements the publication *Periodicals for New Literates: Editorial Methods*. The seven case histories describe the following publications for new literates (1) *New Day*, a Liberian Peri-

odical; (2) *Pare News* and similar publications in Tanganyika; (3) Vernacular Newspapers in Northern Nigeria; (4) *Literacy House*, literacy training in India; (5) *UJALA*, the family magazine of Literacy House for Hindi-speaking people; (6) the publication work of the Mysore Adult Education Council (Mysore, India); and (7) Translations of the Burma Translation Society.

U.S. Library of Congress. *Sources of Information for Fundamental Education with Special Reference to Education for Literacy*. A preliminary report by Kathrine Oliver Murra. Prepared by the Library Services of UNESCO, Washington: Library of Congress, 1948.

Bibliography on Illiteracy.

U.S. NATIONAL COMMISSION FOR UNESCO. *A Selected Bibliography of Books, Films, Filmstrips, Records, and Exhibits about Asia*. Washington: U.S. Government Printing Office, 1957. 47 p.

Provides a sampling of available materials for use in illustrating and supplementing educational programs about Asia.

SECTION VI

Educational Information Sources

THIS SECTION lists domestic and overseas organizations, agencies, and bureaus expending time and effort on behalf of the undereducated adult. Some are concerned exclusively with literacy education, others sponsor projects, programs, or produce and/or distribute literature suitable for use in educational programs and services for the adult with limited reading skill. Still others represent associations and societies or literacy education centers through which resource personnel may be located either in this country or abroad. Indexes and abstracting services, journals, periodicals, and newsletters which often carry articles on illiteracy are listed. There is also included a list of Adult Education Councils, and Federal Government agencies responsible for programs for low income persons, illiterate and/or non-English speaking adults. Information regarding local educational opportunities and facilities for the uneducated adult may often be secured through such agencies as public schools, libraries, the church, the YWCA or the YMCA.

Community Adult Education Councils

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| Adult Education Association of Greater Milwaukee, University of Wisconsin, Milwaukee 3, Wis. | Adult Education Council of Greater St. Louis, 1125 Chemical Building, St. Louis 1, Mo. |
| Adult Education Council for Philadelphia, 304 Administration Building, Parkway at 21st St., Philadelphia 3, Pa. | Adult Education Council of Metropolitan Cincinnati, 629 Vine St., Cincinnati, Ohio. |
| Adult Education Council of Charlotte, Charlotte, N.C. | East Bay Adult Education Council, 659 14th St., Oakland 12, Calif. |
| Adult Education Council of Denver, Public Library, Denver 2, Colo. | Greater Pittsburgh Council on Adult Education, 541 Wood St., Pittsburgh 22, Pa. |
| Adult Education Council of Greater Boston, 18 Brattle St., Cambridge 38, Mass. | New York Adult Education Council, 104 Fifth Ave., New York, N.Y. |
| Adult Education Council of Greater Chicago, 53 West Jackson Blvd., Chicago 4, Ill. | South St. Paul Council For Adult Education, South St. Paul, Minn. |
| | Springfield Adult Education Council, 32 Spring St., Springfield 5, Mass. |

Information Centers, Organizations, and Associations Through Which Resource Persons and Special Literacy Materials May Be Located

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| American Federation of Labor and Congress of Industrial Office (AFL-CIO), 815 16th St., NW, Washington, D.C. | Christian Literature, Foreign Missions Conference of North America, 156 5th Ave., New York 10, N.Y. |
| American Jewish Joint Distribution Committee, 3 East 54th St., New York 22, N.Y. | Commonwealth of Puerto Rico, Migration Division, Department of Labor, 322 West 45th St., New York 36, N.Y. |
| American Labor Education Service, 1766 Broadway, New York 19, N.Y. | Donnell Library Center, New York City Public Library, 20 West 53d St., New York, N.Y. |
| American Speech and Hearing Association, 1001 Connecticut Ave., NW, Washington 6, D.C. | Educational Materials Laboratory, U.S. Office of Education, International Education, U.S. Department of Health, Education, and Welfare, Washington 25, D.C. |
| Betts Reading Clinic, 257 West Montgomery, Haverford, Pa. | Emmaus Bible School, 156 North Oak Park, Illinois. |
| Board for Fundamental Education, 146 East Washington St., Indianapolis 4, Ind. | Enoch Pratt Free Library, Adult Travelling Collection, Coordinator of Adult Services, 400 Cathedral St., Baltimore 1, Md. |
| Columbia Bible College, Box 229, Columbia, S.C. | |
| Committee on World Literacy and | |

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| Huckleberry Mountain Workshop Camp, Inc., Route 2, Hendersonville, N.C. | National Archives, Eighth & Pennsylvania Ave., NW, Washington 25, D.C. |
| Intergovernmental Committee for European Migration, 63 rue des Paquis, Geneva, Switzerland. | National Catholic Welfare Conference, 1312 Massachusetts Ave., NW, Washington 5, D.C. |
| International Ladies Garment Workers Union (ILGWU), 1710 Broadway, New York 19, N.Y. | National Council on Naturalization and Citizenship, 509 Madison Ave., New York, N.Y. |
| International Reading Association, Executive Secretary, 5835 S. Kimball Ave., Chicago 37, Ill. | Oversea Visual Aids Centre, University of London, London, England. |
| International Rescue Committee, 255 Fourth Ave., New York 10, N.Y. | Reader's Digest Service, Inc., Pleasantville, N.Y. |
| Jamaica Social Welfare Commission, Caribbean Home Library Series, Kingston, Jamaica. | United Nations High Commissioner for Refugees, Palais des Nations, Geneva, Switzerland. |
| Koinonia Foundation, Box 5744, Baltimore 8, Md. | United Nations Refugee Fund (Acts in Advisory Capacity to The High Commissioner for Refugees), Palais des Nations, Geneva, Switzerland. |
| Literacy Village Project (World Education, Inc.), Lucknow, India. | World Council of Churches, 17 route de Malangou, Geneva, Switzerland or 156 Fifth Ave., New York 10, N.Y. |
| Lutheran World Federation, 17 route de Malagnou, Geneva, Switzerland. | World Education (Supports Literacy Village, Lucknow, India), 45 East 65th St., New York 21, N.Y. |
| Migrant Citizenship Education Project, The Migrant Ministry, Division of Home Missions, National Council of Churches, Box 1115, 400 East 33d St., Chicago 16, Ill. | |

Associations, Organizations, and Agencies Interested in Literacy and Fundamental Education and the Teaching of English as a Second Language

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| Adult Education Association of the U.S.A., 743 North Wabash Ave., Chicago 11, Ill. | 1600 20th St., NW, Washington 9, D.C. |
| American Association of School Administrators, 1201 16th St., NW, Washington, D.C. | American Labor Education Service, 1776 Broadway, New York 19, N.Y. |
| American Friends Service Committee, Southwest Regional Office, 2106 Neuces St., Austin 5, Tex. | American Library Association, 50 East Huron St., Chicago 11, Ill. |
| American Home Economics Association, | American Sunday School Union, 1816 Chestnut St., Philadelphia, Pa. |
| | Baylor Literacy Center, Baylor University, Waco, Tex. |

EDUCATIONAL INFORMATION SOURCES

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- Bell County Literacy Council, Clear Creek Baptist School, Pineville, Ky.
- B'nai B'rith Department of Adult Education, 1640 Rhode Island Ave., NW, Washington 6, D.C.
- Board for Fundamental Education, 146 East Washington St., Indianapolis, Ind.
- Bureau of Indian Affairs, U.S. Department of Interior, Washington 25, D.C.
- Center for Applied Linguistics of the Modern Language Association, 1346 Connecticut Ave., NW, Washington, D.C.
- Chamber of Commerce of the United States, 1615 H St., NW, Washington 6, D.C.
- College in the Country, West Georgia College, Carrollton, Ga.
- Council For Basic Education, Inc., 208 Union Trust Building, Washington 5, D.C.
- Council of Southern Mountains, Berea, Ky.
- Department of Rural Education, National Education Association, 1201 16th St., NW, Washington 6, D.C.
- Division of Extension Research and Training, Federal Extension Service, U.S. Department of Agriculture, Washington 25, D.C.
- Florence State College, College Station, Florence Alabama. Office of Education Cooperative Research Project: An Experiment in the Eradication of Adult Illiteracy by Use of Television Instruction.
- Foundation for World Literacy, 201 Hickman Building, Memphis, Tenn.
- General Federation of Women's Clubs, 1734 N St., NW, Washington 6, D.C.
- Girl Scouts of the U.S.A., 830 Third Ave., New York 22, N.Y.
- Hartford Seminary, Kennedy School of Missions, 55 Elizabeth St., Hartford 5, Conn.
- International Reading Association, 5835 Kimbark Avenue, Chicago 37, Illinois.
- Junior League of New York, 130 East 80th St., New York, N.Y.
- Kiwanis International, 101 East Erie St., Chicago 11, Ill.
- Koinonia Foundation, Pikesville, Box 5744, Baltimore, Md.
- Labor Temple English Classes, 242 East 14th Street (United Presbyterian Church), New York 3, N.Y.
- Lions International, 209 North Michigan Ave., Chicago 1, Ill.
- Materials Center, Donnell Library Branch, 20 West 53d St., New York, N.Y.
- Mayor's Committee on New Residents, 54 West Hubbard St., Chicago 10, Ill.
- Muscle Shoals Literacy Movement, Muscle Shoals Regional Library, Florence, Ala.
- National Association of Housing and Redevelopment Officials, 1313 E. 60th St., Chicago 6, Ill.
- National Association of Public School Adult Educators, 1201 16th St., NW, Washington, D.C.
- National Commission For Adult Literacy, 2700 Ontraio Rd., NW, Washington 9, D.C.
- National Conference on Research in English. Dr. Margaret Early, Sec-Treas. School of Education, Syracuse University, Syracuse 10, N.Y.
- National Congress of Colored Parents and Teachers, 123 South Queen St., Dover, Del.
- National Congress of Parents and Teachers, 700 North Rush St., Chicago, Ill.

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- National Congress of Parents and Teachers, 600 South Michigan Blvd., Chicago 5, Ill.
- National Council of Chief State School Officers, 1201 16th St., NW, Washington 6, D.C.
- National Council of Negro Women, 1318 Vermont Ave., NW, Washington 5, D.C.
- National Council of Teachers of English, 508 South Sixth St., Champaign, Ill.
- National Education Association, 1201 16th St., NW, Washington 6, D.C.
- National Institute on Fundamental Education, 2403 Corprew Ave., Norfolk 12, Va.
- Simpler Spelling Association, Lake Placid Club, Lake Placid, N.Y.
- Southeastern Television Project on Literacy, John F. Campbell Folk School, Brasstown, N.C.
- Syracuse University, School of Journalism, Syracuse 10, N.Y.
- Television Project for Literacy, Administration Building, Parkway at 21st St., Philadelphia 3, Pa.
- The American Legion, 700 North Pennsylvania St., P.O. Box 1055, Indianapolis 6, Ind.
- The Ellen McCarter Stewart School, 1525 Westheimer Rd., Houston, Tex.
- The Helen Schaeffer Reading-Spelling School, 3809 NW 14th St., Oklahoma City, Okla.
- United Nations Educational, Scientific, and Cultural Organization, 19 Ave. Kleber, Paris 16, France.
- United States Armed Forces Institute, 102 North Hamilton St., Madison 3, Wis.
- University of California, Berkeley, California. Office of Education Co-operative Research Project: Attitudes Toward Adult Education by Social Class.
- World Literacy and Christian Literature, National Council of Churches, 475 Riverside Dr., New York 27, N.Y.

Federal Government Agencies Responsible for Programs for Low Income Persons, Illiterate, and/or Non-English Speaking Adults

- American National Red Cross (quasi official)
17th and D St., NW
Washington 25, D.C.
- Bureau of Indian Affairs
U.S. Department of Interior
Washington 25, D.C.
- Community Development Division
Office of Public Service
U.S. International Cooperation Administration
Washington 25, D.C.
- Community Facilities Administration
1230 16th St., NW
Washington 25, D.C.
- Farm Credit Administration
South Agriculture Building
14th and Independence Ave., SW
Washington 25, D.C.
- Farmers Home Administration
South Agriculture Building
14th and Independence Ave., SW
Washington 25, D.C.
- Federal Housing Administration
Lafayette Building
811 Vermont Ave., NW
Washington 25, D.C.
- Immigration and Naturalization Service
119 D St., NE
Washington 25, D.C.
- International Cooperation Administration
815 Connecticut Ave., NW
Washington 25, D.C.
- The National Archives and Records Service
National Archives Building
7th and Pennsylvania Ave., NW
Washington 25, D.C.

National Housing Authority
1729 New York Ave., NW
Washington 25, D.C.

The Peace Corps
806 Connecticut Ave., NW
Washington 25, D.C.

Public Housing Administration
1741 Rhode Island Ave., NW
Washington 25, D.C.

Rural Electrification Administration
U.S. Department of Agriculture, South
Agriculture Building
14th and Independence Ave., SW
Washington 25, D.C.

Social Security Administration
330 Independence Ave., SW
Washington 25, D.C.

Tennessee Valley Authority
Knoxville, Tennessee

U.S. Department of Agriculture
14th and Independence Ave., SW
Washington 25, D.C.

U.S. Dept. of Health, Education, and
Welfare
Office of Education
Adult Education Section
Washington 25, D.C.

United States Information Agency
1776 Pennsylvania Ave., NW
Washington 25, D.C.

Urban Renewal Administration
Lafayette Building
811 Vermont Ave., NW
Washington 25, D.C.

Some Overseas Literacy Projects

American Friends Service Committee,
20 S. 12th St., Philadelphia 7, Pa.

Organizes volunteer service projects with educational programs for students in the United States and overseas. Publishes a Quarterly Bulletin, pamphlets, study materials, and some exhibits and films.

Brazil National Literacy Campaign,
Ministry of Education, Rio de Janeiro, Brazil.

Conducts a nationwide program to eradicate illiteracy in Brazil. Various kinds of materials are produced in support of this program.

Burma Translation Society, 361 Prome Rd., Rangoon, Burma.

Translates and publishes materials in modern literature, arts and sciences useful for adults. Many of the materials produced are used in the mass education program.

Commission on World Literacy and Christian Literature, 156 5th Ave., New York, N.Y.

Sponsors world literacy and Christian literature projects in several countries. Has had considerable experience in developing materials for illiterates and neoliterates.

Community Education Division, Department of Education, San Juan, Puerto Rico.

Community education Division emphasizes a total approach to community problems. Believes literacy is more broadly conceived than just the command of the three R's.

Community Project Administration, Government of India, New Delhi, India.

This agency is responsible for the administration of the community development and village improvement programs in India. The social education phase of the overall program provides for the training of social education workers and the development of materials used in the support of their efforts at the local level.

Commission on World Literacy and of Education, Addis Ababa, Ethiopia.

This pilot program has had unusual success in developing materials.

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rials for rural people, many of whom are nomadic in living habits. Some of the materials are very colorful and well illustrated.

Community School Project, Ministry of Education, Taiwan, China.

A jointly sponsored project in community education between the Ministry of Education and USOM/Taiwan.

Cooperative Service in Education, Bolivian Ministry of Rural Affairs, La Paz, Bolivia.

An Inter-American education program with special emphasis on literacy and teacher training.

Department of Education, Government of Ceylon, Colombo, Ceylon.

The Department deals with illiteracy, academic instruction, and the social and citizenship aspects of adult education. A group of basic readers and other materials were prepared for use in the literacy phase of the program.

Division of Adult Education, College of Education, Ministry of Education, Kathmandu, Nepal.

Has organized adult education classes in more than 300 villages of Nepal. There is a growing production unit which produces basic and supplementary materials for use in the program. Also sponsors a "teaching by radio" program.

Division of Community Education, Ministry of Education, Lima, Peru.

Because of the peculiar geographic situation in Peru, the Community Education Division has had to develop materials to meet special needs of diverse groups living under remarkably different conditions. Some of the materials developed are reported to be very flexible and versatile.

East African Literature Bureau, Nairobi, Kenya.

Produces a variety of useful literacy materials primarily in support of the anti-illiteracy campaign. Will exchange materials with other organizations and agencies.

Fundamental Education Staff, Ministry of Education, Government of Iran, Tehran, Iran.

Conducts literacy programs in each Ostan or State; provides education for the nomads and a special literacy education for the Gendarmie. Organized with the assistance of the USOM/Iran.

Gaskiya Corporation, Lagos, Nigeria.

An institution established for the production of books, newspapers, and other literature in vernacular languages and the training of a literacy and technical staff.

Liberian Fundamental Education Center, Department of Public Instruction, Klay, Liberia.

Emphasizes the training of workers for the village and the development of literacy materials to be used in the mass literacy campaign. A unit of the Department of Public Instruction's Literacy Section.

Literacy and Village Aid Program, Ministry of Education, Karachi, Pakistan.

Literacy or mass education is part of the Village Aid Program and materials for the support of the program are produced at the local and central level.

Mass Education Council, Secretariat Building, Rangoon, Burma.

Its aims in providing adult education for the masses are to widen their general knowledge, to encourage the discussion of ideologies, and to develop literacy.

Menouf, Fundamental Education Center, Sirs-el-Layan, Egypt.

A literacy training and production center established under a contract between UNESCO and the Government of Egypt.

Mysore Adult Education Council, Mysore, India.

Has published more than 300 individual items of materials for literacy and other types of adult education courses. One of the best collections of materials in South Asia.

National Union For the Eradication of Illiteracy, Rome, Italy.

Organized in 1947. Its activities have passed through three phases: first, a literacy campaign; second, study, surveys, and the training of teachers; and third, the establishment of adult education centers. The program of the centers involves both general adult education and the fight against illiteracy.

Near East Foundation, A.P.O. 205, New York, N.Y.

Sponsors and supports educational projects in the Near East. Some of these projects, like the one in Iran are in the area of literacy education. Foundation recruits specialists for these programs.

North Regional Literature Agency, Zaria, Nigeria.

Plans and develops useful literacy materials mainly for the northern region of Nigeria. Some of the materials are produced in English.

Pare Mass Literacy and Community Development Scheme, Arusha, Tanganyika.

Sponsors literacy education classes in several communities as part of an overall development program.

Regional Center for Fundamental Education in Latin America, Patzouaro, Michoacan, Mexico.

UNESCO sponsored literacy training center for Latin America. Much of the materials developed here have been used in other areas.

Research, Training and Production Center, Jamia Nagar, New Delhi, India.

Has a strong interest in research and demonstration of methods and techniques in the production of literacy materials. Training facilities are available and inservice teaching is encouraged.

Rural Education Center, Department of Education, Bamenda, British Cameroons (West Africa).

A small but effective program which emphasizes helping rural people to help themselves through community education and organization.

Rural Education and Literacy Department, Ministry of Education, Lima, Peru.

Administers a national program for the eradication of illiteracy.

School of the Air, Father Saloedo, Director, Bogota, Colombia.

Sponsors a "teaching by radio" program of adult education information and instructional materials.

South Pacific Commission, Noumea, New Caledonia.

Has developed and produced a fairly large body of materials for use in the literacy program of the islands.

World Literacy, Inc., 45 E. 65th St., New York, N.Y.

Sponsors the Literacy Village, Lucknow, India. Trains teachers, writers, and leaders for literacy campaigns in many of India's vil-

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lages. Materials developed in many Indian languages.

United Nations Educational Scientific and Cultural Organization, 19 Avenue Kleber, Paris 16e, France.

UNESCO maintains a clearing house of information concerning adult and fundamental education programs. A world survey of facil-

ities, methods, and techniques has been carried out and up-to-date results of these studies published. Also publishes a series of *Mono-graphs on Fundamental Education*. UNESCO offers temporary leadership and guidance to individual countries in the training of leaders for adult education work.

Some Organizations and Societies Engaged in Literacy Education Projects

Agricultural Missions, Inc., 156 5th Ave., New York 10, N.Y.

Operates in 54 countries in Asia, Africa, Latin America, and the Near East. Works through churches and other voluntary agencies.

American Friends Service Committee, Inc., 20 S. 12th St., Philadelphia 7, Pa.

Operates in 18 countries in North and Central America, Europe, Middle East, Asia, and Africa.

Committee on World Literacy and Christian Literature, Foreign Missions Conference of North America, 156 5th Ave., New York 10, N.Y.

Program includes specialized services to literacy workers in all parts of the world.

CROP (Christian Rural Overseas Program), 117 W. Lexington, Elkart, Ind.

Maintains programs in 16 agricultural states; has no overseas staff. All materials, both food stuffs and self-help items including seed, tools, fertilizer, small farm equipment such as tractors, combines, etc., are distributed by church agencies.

General Federation of Women's Clubs, 1734 N St., NW, Washington 6, D.C.

U.S. clubs make selection of projects through its Projects Division of International Affairs Department, International Hospitality Program.

Koinonia Foundation, Pikesville Box 5744, Baltimore 8, Md.

Maintains training center for prospective workers in all fields of foreign aid. Does not maintain overseas projects.

National 4-H Club Foundation of America, Inc., 8561 Fenton St., Silver Spring, Md.

Operates in 48 countries through embassies, legations, and youth groups.

Near East Foundation, 54 East 64th St., New York 21, N.Y.

Operates in Iran, Syria, and Greece; maintains offices and personnel in these countries.

UNESCO (United Nations Educational, Scientific and Cultural Organization), Room 2201, United Nations, New York 17, N.Y.

A special agency of the United Nations supported by its 74 member nations.

World Literacy, Inc., 347 Madison Ave., New York 17, N.Y.

Carries on literacy work in 66 countries.

Some Educational Television Information Sources

American Council on Education, Committee on Television, 1758 Massachusetts Ave., NW, Washington 6, D.C.

The committee works through its membership (national educational organizations, universities, colleges, State departments of education, city and private school systems), in an effort to make educational television significant. Publishes *The Educational Television Newsletter*.

Educational Television and Radio Center, Washtenaw Ave., Ann Arbor, Mich.

A nonprofit, independent educational corporation governed by a Board of Directors from the fields of education, business, and civic affairs. Its purposes: to see that the very best programs developed by any one of the educational stations are available to all, and that program ideas of merit (from whatever source) are encouraged and brought to light.

Joint Council on Educational Television, 1785 Massachusetts Ave., Washington 6, D.C.

An expansion of the earlier Joint Committee on Educational Television. Representatives are appointed to the Council by constituent organizations. The Council works to preserve and utilize TV channels reserved for education

and distributes general information on current developments in this field.

National Association of Educational Broadcasters, Inc., H. J. Skornia, Executive Director, 14 Gregory Hall, Urbana, Ill.

The organization is composed of institutions, groups, and individuals engaged in non-commercially owned stations (AM, FM, or TV) or through facilities of commercial stations. Publishes *NAEB Newsletter* and *Educational Fact Sheet Service*.

U.S. Department of Health, Education and Welfare, Office of Education, Radio and Television Section, New Educational Media Branch, Washington 25, D.C.

Active in educational broadcasting since 1931, the Office has joined other organizations in pioneering the development of scientific aids in learning, particularly in the field of electronics. Collects and disseminates information relating to radio and TV programming procedures and practices, educational station operations, the technical aspects of the field, broadcasting training and facilities, and the use of radio and TV in schools and colleges. Prepares and distributes Office of Education bulletins and materials on the subject.

Indexes and Abstracting Services

Bulletin of the Public Affairs Information Service. Each week from September to July. Public Affairs Service, Inc., 11 W. 40th St., New York 18, N.Y.

Cumulated five times a year.

Fifth and final cumulation is a bound volume. A selective subject list of latest books and pamphlets, including Government publications and reports (public administration) and international relations.

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Education Index. Published monthly except July and August by H. W. Wilson Company, 950-972 University Ave., New York 52, N.Y.

A cumulative subject index to periodicals and books analyzed or partially analyzed, with a bound annual cumulation.

Monthly Catalog of United States Government Publications. Monthly with an annual cumulation by Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C.

Alphabetized subject index.

Psychological Abstracts. Bimonthly by the American Psychological Association,

Inc., 1333 16th St., NW, Washington 6, D.C.

Cumulated annually with subject and author indexes. Abstracts of current English and foreign language literature.

United Nations Educational, Scientific, and Cultural Organization Education Abstracts. The Organization, Paris, France.

Vertical File Index. Published monthly except August and cumulated annually by H. W. Wilson Company, 950-972 University Ave., New York 52, N.Y.

Subject and title index to selected pamphlet material.

Newsletters, Journals, and Periodicals

Adult Education, The Adult Education Association of the United States of America, 743 North Wabash Ave., Chicago, Ill., Quarterly.

Adult Leadership, The Adult Education Association of the United States of America, 743 North Wabash Ave., Chicago, Ill. Monthly.

Advance, The Department of Social Welfare and Community Development, P.O. Box 778, Accra, Ghana. Quarterly.

Americas (English, Portuguese and Spanish editions), Publications and Distribution Division, Pan American Union, Washington 6, D.C. Monthly.

Arithmetic Teacher, The, The National Council of Teachers of Mathematics, 1201 16th St., NW, Washington 6, D.C.

Community Development Bulletin, Community Development Clearing House, University of London, Institute of Education, Malet St., W.C.I., London. Quarterly.

Community Development Review, International Cooperation Administration, Washington, D.C. Quarterly.

Comparative Education Review, Kent State University, Kent, Ohio.

Department of State Bulletin, Office of Public Services, Bureau of Public Affairs, Washington, D.C. Weekly.

Education Abstracts, United Nations Educational, Scientific, and Cultural Organization, Paris, France.

Educational Outlook, School of Education, University of Pennsylvania, Philadelphia, Pa.

Educational Television Newsletter, The American Council on Education, Committee on Television, 1785 Massachusetts Ave., NW, Washington 6, D.C.

Foreign Education Digest, 1650 Oxford St., Berkeley 9, Calif. Quarterly.

Fundamental and Adult Education, United Nations, Educational, Scientific, and Cultural Organization Pub-

- lications Center, 801 3d Ave., New York, N.Y. Quarterly.
- Gram Sovak*, The Ministry of Community Development, New Delhi, India. Monthly.
- India Village Service Chronicle*, India Village, Marehra, Etah, Uttar Pradesh, India. Weekly.
- Indian Education*, Haskell Institute, Lawrence Kansas. Apr. 20, 1953. Free upon request to Indians, members of the Bureau, public schools, and libraries. Semi-monthly.
- Institute of International Education News Bulletin*, 1 E. 67th St., New York 21, N.Y. Monthly.
- International Associations: The Review of International Organizations and Meetings*, l'Union des Associations Internationales, Palais D'Egmont, Bruxelles, Belgique.
- International Review of Community Development*, International Federation of Settlements and Neighborhood Centres; Piazza Cavalieri di Malta 2, Rome. Semiannually.
- International Social Work*, United States Committee, International Conference of Social Work, 345 E. 46th St., New York 17, N.Y. Quarterly.
- Journal of Developmental Reading*, Department of English, Purdue University, Lafayette, Ind. Quarterly.
- Koinonia Magazine*, The Koinonia Foundation, Box 7544, Baltimore 8, Md.
- Kurukshetra*, Ministry of Community Development, Queen Victoria Rd., New Delhi, India. Monthly.
- Lit-Lit Newsletter*, Interdenominational Cooperation, 475 Riverside Dr., New York, N.Y.
- NAEB Newsletter and Educational Fact Sheet Service*, National Association of Educational Broadcaster, Inc., 14 Gregory Hall, Urbana, Ill.
- National Council Outlook, The*, Interdenominational Cooperation, 475 Riverside Dr., New York, N.Y.
- Newsnotes on Education Around the World*, International Educational Relations Branch, Office of Education, U.S. Department of Health, Education, and Welfare, Washington 25, D.C.
- Oversea Education*, Cornwall House, Stamford House, London, SE., 1, England. Quarterly.
- Public School Adult Educator*, National Adult Educators, 1201 16th St., NW, Washington 6, D.C. (Ceased publication in May 1960.)
- Reading Teacher, The*, International Reading Association, 5835 South Kimball Ave., Chicago 37, Ill.
- Research in Education: A Directory of Organizations, Bibliographical Materials and Periodicals*, UNESCO, Paris, France.
- Scholastic Magazines*, 33 West 42d St., New York, N.Y. Monthly.
- South Pacific Quarterly Bulletin*, South Pacific Commission, Box 5254, G.P.O., Sydney, Australia.
- Technical Assistance Quarterly Bulletin*, Technical Assistance Clearing House, American Council of Voluntary Agencies for Foreign Service, 20 W. 40th St., New York, N.Y.
- Technical Cooperation*, International Cooperation Administration, Office of Public Reports, Washington: U.S. Government Printing Office, Washington 25, D.C.
- UNESCO**
- Some UNESCO publications regularly published and available through the UNESCO Publications Center, 801 Third Avenue, New York City

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or the UNESCO Education Clearing House, Paris, France:

Educational Studies and Documents
Fundamental and Adult Education
(Quarterly)
Fundamental Education Abstracts
(Monthly)

Fundamental Education Monographs (Published periodically)
Occasional Papers in Education
(Processed)
Press, Film, and Radio In The World Today Series
UNESCO Courier

Publishers of Textbooks, Journals, and Supplementary Materials Suitable for Use in Literacy Education Programs*

Abingdon Press
201 Eighth Ave., South
Nashville 3, Tenn.

Alice Sanderson
Books
Literacy Center
2124 Bonar Street
Berkeley 2, Calif.

Allyn & Bacon
150 Tremont
Boston, Mass.

American Bible Society
450 Park Avenue
New York 25, N.Y.

American Book Co.
55 Fifth Avenue
New York 3, N.Y.

American Education Publishers
1250 Fairwood Avenue
Columbus, Ohio

American Library Association
50 East Huron Street
Chicago 11, Ill.

American National Red Cross
17th & D Streets, NW
Washington, D.C.

American Viewpoint, Inc.
122 East 42d Street
New York 17, N.Y.

Appleton-Century-Crofts, Inc.
35 W. 32d Street
New York 1, N.Y.

Armed Forces Institute
Madison 3, Wis.

Associated Publishers, Inc.
1538 Ninth Street, NW
Washington 1, D.C.

Association for Childhood Education International
1200 15th Street, NW
Washington 5, D.C.

Barnes, A. S. & Co.
11 East 36th Street
New York 16, N.Y.

Barrows, M. & Co., Inc.
425 Fourth Avenue
New York 16, N.Y.

Basic English Pocket Books, The
630 Fifth Avenue
New York 20, N.Y.

Benefic Press
1900 Narragansett
Chicago 39, Ill.

B'nai B'rith Anti-Defamation League
Headquarters
515 Madison Avenue
New York 22, N.Y.

Board of Fundamental Education
146 East Washington Street
Indianapolis 4, Ind.

Bobbs-Merrill Co., The
730 North Meridian Street
Indianapolis 7, Ind.

Bowker, R. R. Co.
62 West 45th Street
New York 36, N.Y.

Boy Scouts of America
National Council
New Brunswick, N.J.

* See *American Book Trade Directory*, 15th edition, for a list of active book publishing companies and for a list of former publishing companies now inactive, out of business, or merged, book trade information, book trade periodicals, and reference books. New York, R.R. Bowker Co., 1961. Publisher's office located at 62 West 45th Street, New York City.

EDUCATIONAL INFORMATION SOURCES

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| Cascade Pacific Books
5448 47th Avenue, SW
Seattle 16, Wash. | Enoch Pratt Free Library
Baltimore, Md. |
| Caxton Printers, Ltd.
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Philadelphia 7, Pa.

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Whitman, Albert Co.
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